



BOARD OF REGENTS

2002-2003 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

MCNEESE STATE UNIVERSITY

Message from the Commissioner:

We in the Louisiana education community are pleased to offer the following reports on Louisiana's public and private university teacher education programs. These reports are an integral component of our continuing efforts to inform Louisiana's citizens about the quality of our teacher preparation programs. Last year, the first factor used in our accountability program was released – student passage rates on the teacher certification examination (PRAXIS). This year, as promised, the formula has been expanded to make the scores an even more meaningful catalyst for continued reform. For 2002-2003, the scores have been calculated using a weighted formula that takes into account each institution's regular and alternate certification completer rate (with extra points for completers who meet definitions for identified shortage areas), the PRAXIS examination passage rate, and the score on a survey measuring completer satisfaction. Teacher preparation accountability is just one of the many benefits Louisiana is reaping from partnerships that have been created between universities and school districts to recruit, prepare, and retain teachers. Our goal is to provide every child in Louisiana caring and qualified teachers in every class every year – to ensure that truly no child is left behind.

E. Joseph Savoie
Commissioner of Higher Education

Mission of University

The primary educational mission of McNeese State University is to provide a wide range of baccalaureate and carefully selected graduate curricula, distinguished by academic excellence. Fundamental to this primary function is the faculty commitment to excellence in teaching, research, and creative scholarly activity.

The mission of the teacher education program at MSU is to prepare students to enter Louisiana teaching ranks as fully qualified and certified personnel who recognize the value of continued professional development. Efforts are made to enable these students to investigate and internalize current best teaching practices through classroom and field experiences. Faculty from the Burton College of Education, the College of Science, and the College of Liberal Arts provide instruction that reflects current needs in the state, share instruction in content and pedagogical courses, and share accountability for the assessment and quality of teacher candidates.

Student Characteristics of University

During fall 2001, McNeese State University had a total enrollment of 6,845 undergraduate and 935 graduate students. A total of 3,099 students were males and 4,681 were females. The majority of the students were from Louisiana with a total of 7,134 in-state students, 474 out-of-state students, and 172 foreign students. Among students enrolled in the undergraduate program, 1,197 were black, 5,352 were white, and 296 were other races. Among students enrolled in the graduate program, 151 were black, 685 were white, and 99 were other races.

Accreditation and Approval of Teacher Preparation Program

McNeese State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) (1866 Southern Lane, Decatur, Georgia, 30033-4097), (404-679-4501) to award Associate, Bachelor, Master, and Specialist degrees and by the National Council for the Accreditation of Teacher Education (NCATE). All of the university's teacher preparation programs are approved by the Board of Regents and the Louisiana Department of Education.

Notable Features and Accomplishments of Teacher Preparation Program

- The 2003 Louisiana Teacher of the Year Tommy Campbell, a Middle School teacher, is an alumnus of McNeese State University. One of the high school level finalists for Louisiana Teacher of the Year is also an alumnus of MSU.
- Three MSU alumni, David Buller, Tom Finney, and Fritz Fralick, were selected as 2002-2003 high school, middle school, and elementary school Region C principals of the year, respectively. MSU alumnus Tony Dougherty was selected as the National Association of Secondary School Principals (NASSP) Louisiana principal of the year.
- The Burton College of Education offers an Educator's Graduate Scholarship for students wishing to pursue a masters degree for initial alternate certification. A total of \$12,000.00 in tuition awards available to successful applicants.

Notable Features and Accomplishments of Teacher Preparation Program (Cont'd)

- Two alternate certification programs were implemented during the 2002-2003 school year. A master of education with concentrations in secondary education, elementary education, and special education began in fall 2002 and a practitioner program in special education begins in summer 2003.
- The Burton College of Education graduate school enrollment increased by 12% from 530 students in the fall 2001 to 591 students in the fall 2002. The minority graduate student enrollment in the College of Education increased from 22% to 27% during this period. The total College of Education enrollment increased 8% and the total minority enrollment increased to 24% from fall 2001 to fall 2002.
- McNeese State University collaborated with Calcasieu Parish schools to provide a Teacher Leader Institute. Sixteen Calcasieu Parish teachers participated in this program that provides preliminary indication into an educational leadership training program.
- The McNeese Department of Teacher Education received funding from Phi Delta Kappa to continue the teacher support program for a third year. Project Support: A Comprehensive Plan for New Teacher Induction puts beginning educators in contact with both experienced teachers and others who are new to the field. This program also provides beginning educators with stipends for classroom materials.
- McNeese State University has established state of the art classrooms and labs to accommodate the new PASSPORT System and increased technology integration into the curricula.
- The Burton College of Education provided a Special Issues and Trends course for teachers with the purpose of motivating teachers and providing instruction for those seeking certification from the National Boards for Professional Teaching Standards. This course was unique in that a collaboration was formed between the College of Education, Departments of English and ELIT, Calcasieu Parish Schools, and two local NBPTS certified teachers.

Teacher Preparation Program Data

The following data have been provided about the teacher preparation program.

1. Total number of students formally admitted to the regular teacher Preparation program and enrolled in one or more courses during academic year 2001-2002 including all areas of teacher specialization.	459
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Teacher Preparation Data (Cont'd)

2. Total number of students enrolled in the regular teacher preparation Program and alternate certification program including all areas of Teaching specialization who participated in programs of supervised Student teaching or supervised internships during Summer 2001, Fall 2001, and/or Spring 2002.	191
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education who supervised student teaching/internship experiences during Summer 2001, Fall 2001, and Spring 2002.	24
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2001, Fall 2001, and Spring 2002.	30
c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 2001, Fall 2001, and Spring 2002.	0
d. Total number of supervising faculty for the teacher preparation program during 2001-2002.	54
4. Student/faculty ratio for student teaching and internship experiences.	4:1
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2001-2002.	30
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2001-2002.	14
c. Total number of hours required during academic year 2001-2002 for student teaching.	420

**LOUISIANA BOARD OF REGENTS
2002-2003 TEACHER PREPARATION ACCOUNTABILITY SYSTEM**

MCNEESE STATE UNIVERSITY

In compliance with the Higher Education Act of 1998, Louisiana created a Teacher Preparation Accountability System to assess the performance of teacher preparation programs within the state. During the first phase (2001-2002) of the accountability system, the performance of regular and alternate certification students on the state teachers' examination (PRAXIS) was assessed. During the second phase (2002-2003), the quantity of program completers at each institution and the performance of each institution (e.g., performance of regular and alternate certification students on the state teachers' examination (PRAXIS) and ratings by teachers of their satisfaction of their teacher preparation programs) are being assessed. In the future, additional factors will be assessed to examine such areas as: ratings of programs by first year teachers' mentors; retention of teachers after three years of teaching; and university-district partnerships. The purpose of this accountability system is to clearly demonstrate to the public that all universities and colleges in the state are working diligently to produce quality teachers who work effectively with PK-12 students.

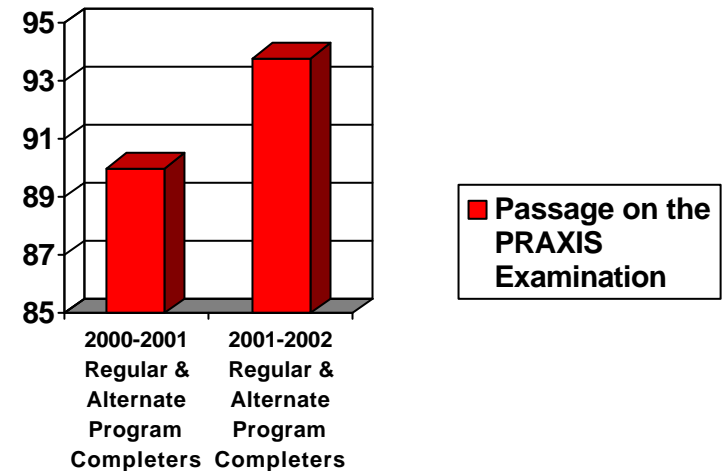
I. INSTITUTIONAL PERFORMANCE INDEX

**A. Grade Performance of 2001-2002 Regular and Alternate Certification Program Completers on Certification Index
(Percentage of students who passed the PRAXIS Examination)**

Grade: A
PRAXIS Passage Rate: 94%
Scaled Score: 111

This is a difference of +4% when compared to the 90% passage rate of 2000-2001 regular and alternate certification program completers on the PRAXIS examinations.

The following scale was used to determine passage rate grades: A+ = 98-100% Passage Rate; A = 92-97% Passage Rate; B = 86-91% Passage Rate; C = 80-85% Passage Rate; Below C = Below 80% Passage Rate. See Appendix A for a breakdown of scores.

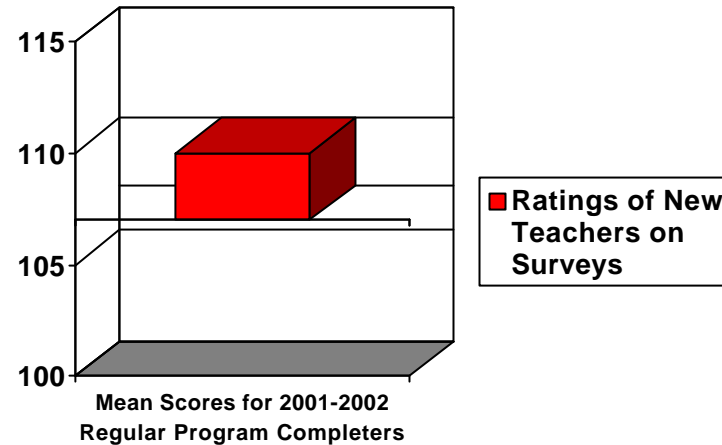


I. INSTITUTIONAL PERFORMANCE INDEX (continued)

B. Grade for Ratings of 2001-2002 Program Completers on Graduate Satisfaction Survey

Grade: *B*
Mean Score of Survey
Respondents: *110.0*
Total number of Survey Respondents: *57*
Scaled Score: *87*

The following scale was used to determine grades for mean responses on surveys: A+ = Mean 128 & above; A = Mean 117.0 – 127.9; B = 107.0 – 116.9; C = Mean 93.0 – 106.9; Below C = Mean Below 93.0. See Appendix B for a breakdown of scores. Scaled scores are not assigned for institutions with fewer than 10 survey respondents.

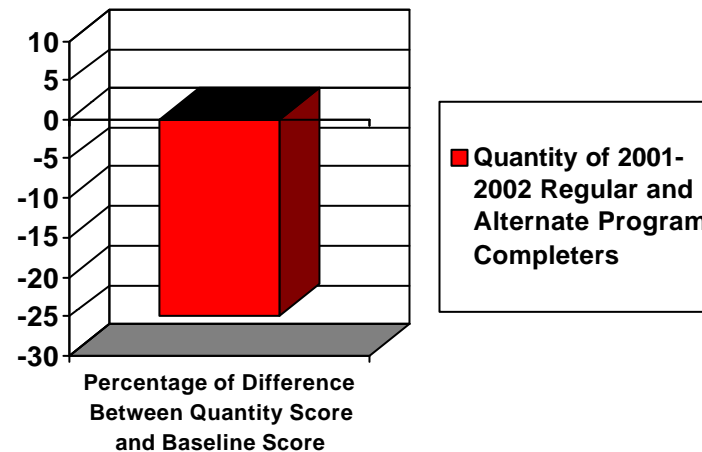


II. QUANTITY INDEX

Grade for Quantity Score

Grade: *Below C*
Quantity Score: *181*
Baseline Score: *241*
Percentage of Difference: *-24.9%*
Scaled Score: *80*

The following scale was used to determine quantity grades based upon percentage of difference between the 2001-2002 Quantity Score and Baseline Score: A+ = +15% and above difference; A = +5% to +14% difference; B = -3% to +4% difference; C = -4 to -15% difference; and Below C = -16% and greater difference. See Appendix C for a breakdown of scores.



III. TEACHER PREPARATION PERFORMANCE SCORE AND LABEL

A. **Teacher Preparation Performance Score** = Institutional Performance Index + Quantity Index / 2

$$\{([Certification\ Scaled\ Score * .875] + [Graduate\ Satisfactory\ Scaled\ Score * .125]) + Quantity\ Scale\ Score\} / 2$$
$$\{([111 * .875] + [87 * .125]) + 80\} / 2$$
$$([97.125 + 13.755] + 80) / 2$$
$$(108.00 + 80) / 2$$
$$188.00/2$$

94.0

Note: The Graduate Satisfaction Survey has been given a weight of .125 instead of .25 due to the fact that only the regular program completers were surveyed. During the 2003-2004 accountability cycle, it will have a weight of .25 once it is administered to both regular and alternate program completers.

Note: The Institutional Performance Index is computed using only PRAXIS passage rate data for institutions with fewer than 10 survey respondents.

Note: Formula B was used to calculate the Teacher Preparation Performance Score.

B. **Teacher Preparation Performance Label** = ***Satisfactory Teacher Preparation Program***

APPENDIX A

PRAXIS EXAMINATION PASSAGE RATE REPORTS FOR INDIVIDUAL SUBTESTS 2001-2002 PROGRAM COMPLETERS

MCNEESE STATE UNIVERSITY

	NUMBER PASSED	TOTAL NUMBER	PERCENTAGE PASSED
2001-2002 Regular Program Completers	133	143	93%
2001-2002 Alternate Program Completers	18	18	100%
Total	151	161	94%

A passage rate percentage of **94%** converts to a standard score of **111**. The grade is **A**.



APPENDIX A (CONT'D)
PRAXIS EXAMINATION
PASSAGE RATE REPORTS FOR INDIVIDUAL SUBTESTS
2001-2002 REGULAR PROGRAM COMPLETERS

ENTRY REQUIREMENTS FOR TEACHER PREPARATION PROGRAMS

All regular and alternate certification students must pass the following PRAXIS subtests to be formally admitted to a teacher preparation program at a college or university in Louisiana. Regular students are those who are completing a program of study to graduate with a baccalaureate degree in education. Alternate certification students are those who already possess a baccalaureate degree outside of education and are completing an alternate certification program to become certified to teach.

Type of Assessment: **Basic Skills**

(1)	Communications Skills and General Knowledge	OR
(2)	Reading, Writing, and Mathematics	

State law requires all students to take all required PRAXIS subtests prior to graduation, but it does not require students to pass the subtests. Individual institutions have developed their own policies that require students to pass the PRAXIS subtests to graduate.

TEACHER CERTIFICATION REQUIREMENTS IN LOUISIANA

To be certified to teach in Louisiana, individuals must complete an approved teacher preparation program, possess a 2.5 grade point average, pass the Basic Skills subtests, and pass PRAXIS subtests in the following areas:

Type of Assessment: **Professional Knowledge**

(1)	Professional Knowledge	OR
(2)	Principles of Learning & Teaching K-6	OR
(3)	Principles of Learning & Teaching 7-12	

AND

Type of Assessment: **Academic Content Areas** The subtests vary according to the areas of certification.

REQUIREMENTS OF THE HIGHER EDUCATION ACT OF 1998

The Higher Education Act of 1998 requires all institutions in the United States with teacher preparation programs to issue institutional reports on a yearly basis which contain information specified by the U.S. Department of Education. In addition, the Act requires institutions to provide the public with specific information pertaining to the passage rates of regular program completers on individual subtests. The following pages contain a report developed by the Educational Testing Service to provide a breakdown of program completer performance on individual subtests. A similar report is currently being developed by the Educational Testing Service regarding the performance of 2001-2002 alternate certification program completers on individual subtests. Once the report is received, it will be placed on the Board of Regents web site (<http://www.regents.state.la.us>).



HEA - Title II 2001-2002 Academic Year

Institution Name	MCNEESE STATE UNIVERSITY
Institution Code	6403
State	Louisiana
Number of Program Completers Submitted	144
Number of Program Completers found, matched, and used in passing rate Calculations	143

March 18, 2003

					Statewide		
<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Basic Skills							
COMMUNICATION SKILLS	500	56	56	100%	619	619	100%
GENERAL KNOWLEDGE	510	41	40	98%	555	554	100%
PPST READING	710	35	35	100%	422	421	100%
CBT READING	711	38	38	100%	620	619	100%
PPST WRITING	720	33	33	100%	457	457	100%
CBT WRITING	721	35	35	100%	582	578	99%
PPST MATHEMATICS	730	38	38	100%	455	453	99%
CBT MATHEMATICS	731	47	47	100%	651	649	100%
COMPUTERIZED PPST READING	5710				11	10	91%
COMPUTERIZED PPST WRITING	5720	1			13	12	92%
COMPUTERIZED PPST MATHEMATICS	5730	1			16	13	81%
Professional Knowledge							
PROFESSIONAL KNOWLEDGE	520	13	13	100%	89	87	98%
PRINCIPLES LEARNING & TEACHING K-6	522	82	82	100%	1124	1101	98%
PRINCIPLES LEARNING & TEACHING 7-12	524	46	43	93%	544	516	95%
Academic Content Areas							
EDUCATION IN THE ELEMENTARY SCHOOL	010				16	15	94%
ELEM ED CURR INSTRUC ASSESSMENT	011	52	49	94%	997	978	98%
					995	995	100%



**HEA - Title II
2001-2002 Academic Year**

Institution Name	MCNEESE STATE UNIVERSITY
Institution Code	6403
State	Louisiana
Number of Program Completers Submitted	144
Number of Program Completers found, matched, and used in passing rate Calculations	143

March 18, 2003

<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	Statewide		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Academic Content Areas (Cont'd)							
ELEM ED CONTENT AREA EXERCISES	012	51	51	100%	995	995	100%
EARLY CHILDHOOD EDUCATION	020	23	23	100%	80	80	100%
BIOLOGY AND GENERAL SCIENCE	030	1			30	30	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	11	10	91%	104	99	95%
ENG LANG LIT COMP PEDAGOGY	043	9			99	94	95%
MATHEMATICS	060	4			45	45	100%
CHEM PHYSICS AND GENERAL SCIENCE	070				8		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	5			109	102	94%
SOCIAL STUDIES: INTERPRET MATERIALS	083	5			107	103	96%
PHYSICAL EDUCATION	090	19	19	100%	148	146	99%
BUSINESS EDUCATION	100	4			13	13	100%
MUSIC EDUCATION	110	4			69	66	96%
FAMILY AND CONSUMER SCIENCES	120				15	15	100%
FRENCH	170	2			2		



**HEA - Title II
2001-2002 Academic Year**

Institution Name	MCNEESE STATE UNIVERSITY
Institution Code	6403
State	Louisiana
Number of Program Completers Submitted	144
Number of Program Completers found, matched, and used in passing rate Calculations	143

March 18, 2003

<i>Type of Assessment</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	Statewide		
				<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	129	127	98%	1681	1672	99%
Aggregate - Professional Knowledge	141	138	98%	1757	1703	97%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	125	120	96%	1637	1589	97%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)						
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)						
Aggregate - Performance Assessments						
Summary Totals and Pass Rates	143	133	93%	1776	1687	95%

APPENDIX B

2002-2003

GRADUATE SATISFACTION SURVEY

MCNEESE STATE UNIVERSITY

INTRODUCTION

To assist the State in collecting data from first year teachers about their preparation for teaching, the Louisiana Department of Education sent surveys to the 807 regular program completers of the 2001-2002 academic year who began teaching during fall 2002. One thousand seven hundred and seventy-six individuals completed regular teacher preparation programs in public and private universities in Louisiana between July 1, 2001 and June 30, 2002. Of those 1,776 individuals, it was determined that 592 were not teaching in public schools in Louisiana, 377 began teaching in Louisiana's public schools during spring 2002 or spring 2003, and 807 began teaching in Louisiana's public schools during fall 2002. The survey instrument was sent to all of these 807 teachers. Ninety-two percent ($n = 741$) of the 807 teachers responded to the survey. Additional follow-up is currently in progress to obtain responses from the remaining 8% ($n = 66$).

The survey was developed by a committee composed of university, district, Louisiana Department of Education, and Board of Regents personnel. It was the committee's decision to align all survey questions with state standards for teachers (e.g., Louisiana's Components of Effective Teaching). Teachers were required to respond to 35 statements using a 4-point scale (i.e., Strongly Disagree = 1, Disagree = 2, Agree = 3, and Strongly Agree = 4). Each item is scored on this 1 to 4 scale, and the scores for the 35 items are added together for a total survey score. If a respondent answers each question, the minimum possible score is 35, and the maximum possible score is 140. A deadline for responding was provided to teachers. A second survey was sent to teachers who did not respond by the deadline.

The Board of Regents approved a policy during March 2003 to use survey scores during a given year as part of the Teacher Preparation Accountability System only if 10 or more individuals from a university or college responded to the survey. For institutions with fewer than 10 survey responses, data from consecutive years will be combined until a total of 10 or more surveys are available.

GRADUATE SATISFACTION GRADES

Grades were assigned to institutions for the Teacher Preparation Accountability System based upon overall mean scores. The following scale was used to assign grades:

A+	128 and above
A	117.0-127.9
B	107.0- 116.9
C	93.0 – 106.9
Below C	Below 93.0

OVERALL SURVEY RESULTS

The overall results for the survey were the following:

N	Mean	Minimum	Maximum	Standard Deviation
741	115.8	38	140	16.2

MCNEESE STATE UNIVERSITY SURVEY RESULTS

N	Mean	Minimum	Maximum	Standard Deviation
57	110.0	74	140	16.7

APPENDIX B

2002-2003

GRADUATE SATISFACTION SURVEY (CONT'D)

MCNEESE STATE UNIVERSITY

<i>Questions</i>	<i>Mean By Item</i>	<i>SD</i>	<i>Number of Responses</i>			
			<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
PLANNING						
1. Specify learning objectives in terms of clear, concise student outcomes.	3.37	.59	0	3	30	24
2. Plan a series of activities that help my students achieve those objectives.	3.18	.63	0	7	33	17
3. Successfully identify individual student differences in the context of a whole class.	2.89	.70	1	14	32	10
4. Implement accommodations for individual student differences.	2.89	.73	1	15	29	11
INSTRUCTION						
5. Consistently stimulate and encourage higher order thinking at the appropriate developmental levels.	3.18	.64	0	7	32	17
6. Identify a variety of lesson materials, in addition to traditional classroom materials.	3.16	.68	0	9	30	18
7. Integrate a variety of materials to achieve lesson objectives.	3.23	.68	0	8	28	21
8. Change or adjust a lesson to respond to my students' outcomes.	3.12	.73	0	12	26	19
9. Use both short-term and long-term evaluation methods to measure my student outcomes.	3.02	.64	0	11	34	12
10. Implement teacher-directed or student-centered activities that result in student learning.	3.21	.59	0	5	35	17
11. Successfully plan for individual student differences in the context of a whole class.	2.91	.69	0	16	30	11
12. Open, develop, and close a lesson effectively.	3.28	.65	0	6	29	22
13. Integrate technology into my lessons.	3.18	.66	0	8	30	18
14. Successfully present content at a developmentally appropriate level.	3.18	.51	0	3	40	13
15. Effectively use appropriate formal and informal assessment techniques.	3.21	.49	0	2	41	14
16. Provide timely feedback to my students.	3.25	.51	0	2	39	16
17. Produce evidence of student academic growth.	3.04	.65	0	11	33	13
18. Employ effective teaching practices as modeled by faculty.	3.25	.65	0	6	27	19
19. Relate examples, real-life situations, or current events to the content being taught.	3.39	.62	0	4	27	26
20. Teach in one or more subject areas.	3.25	.63	0	6	31	20
21. Communicate effectively with students.	3.44	.57	0	2	28	27
22. Encourage participation from all students.	3.44	.57	0	2	28	27
23. Monitor the ongoing performance of students.	3.36	.62	0	4	28	24

APPENDIX B

2002-2003 GRADUATE SATISFACTION SURVEY (CONT'D)

MCNEESE STATE UNIVERSITY

<i>Questions</i>	<i>Mean By Item</i>	<i>SD</i>	<i>Number of Responses</i>			
			<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
MANAGEMENT						
24. Facilitate learning by organizing available space, materials, and equipment.	3.09	.74	0	13	26	18
25. Maintain a positive learning environment.	3.35	.67	1	3	28	25
26. Create a routine and manage transitions in a way that maximizes the time available for learning.	3.07	.73	1	10	30	16
27. Manage and adjust my time to ensure that learning objectives are met.	3.13	.75	1	9	27	18
28. Clearly communicate my expectations for appropriate behavior to my students.	3.21	.67	1	5	32	19
29. Monitor and respond to appropriate student behavior in an effective way.	3.32	.66	1	3	30	23
30. Monitor and respond to inappropriate student behavior in an effective way.	3.09	.71	1	9	31	16
SCHOOL IMPROVEMENT						
31. Encourage parents/caregivers to become active partners in their children's education and become involved in school/classroom activities.	2.95	.77	1	15	27	14
32. Provide clear and timely information to parents/caregivers regarding classroom expectations, student progress, and ways they can assist learning.	3.00	.71	1	11	31	13
33. Collaboratively and effectively work with colleagues.	3.05	.69	0	12	30	15
34. Understand the importance of and plan for professional development.	3.07	.74	1	10	29	16
OVERALL			<i>poor</i>		<i>excellent</i>	
Overall, how would you rate the effectiveness of your teacher preparation program in preparing you to improve student learning?	3.09	.71	2	6	34	15
TOTAL	<i>Mean Items 1 to 34</i>	<i>SD</i>	<i>Number of Responses</i>			
			<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
Sum of items 1 to 34						
The last question (overall, see above) was answered using a different scale from the rest of the items; consequently, this 35 th item was included in the overall survey score results above, but not in the totals in this row.	106.95	16.18	11	263	1041	609

APPENDIX C

2002-2003 CALCULATION OF QUANTITY INDEX

MCNEESE STATE UNIVERSITY

BASELINE SCORE

A Baseline Score has been established for each individual teacher preparation program in Louisiana. The Baseline Score is the total number of regular and alternate program completers that completed teacher preparation programs between the dates of July 1, 2000 – June 30, 2001. The Baseline Score for this university is: **241**.

QUANTITY SCORE

A. 2001-2002 PROGRAM COMPLETERS

One-point is assigned to every regular and alternate program completer that completed teacher preparation programs between the dates of July 1, 2001 – June 30, 2002. The total number of regular and alternate program completers for this university is: **161**.

B. BONUS POINTS

In addition, one-half a point is assigned to every 2001-2002 regular and alternate program completer that met the criteria for each of the following teacher shortage areas. The bonus points for this institution are: **20**.

Teacher Shortage Areas		# Regular Program Completers	# Alternate Program Completers	Bonus Points
MINORITIES		16	2	18
MATHEMATICS		6	0	6
SCIENCE	General	0	0	0
	Biology	2	4	6
	Chemistry	0	0	0
	Physics	0	0	0
	Earth	0	0	0
	Environmental	0	0	0
MIDDLE SCHOOL		0	0	0
SPECIAL EDUCATION		10	0	10
MALE	Early Childhood	0	0	0
	Elementary	0	0	0
HIGH NEED PARISHES – TEACHER PLACEMENT (Parishes: Assumption, East Feliciana, Madison, St. Helena, & Red River)		0	0	0
TOTAL		34	6	40* .5 = 20

C. QUANTITY

Quantity Score = **161** (Program Completers) + **20** (Bonus Points) = **181**.

The **-24.9%** difference between the Quantity Score (**181**) and Baseline Score (**241**) converts to a scaled score of **80**. The grade is **Below C**.