LOUISIANA BOARD OF REGENTS
2003-2004 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS
NICHOLLS STATE UNIVERSITY

Message from the Commissioner:

The following institutional report represents a critical component of the education community's effort to improve our state's teacher education programs at both public and private universities. This annual report is intended to keep Louisiana's citizens informed about the quality of our teacher preparation. In 2002, the first factor used in our accountability program was released – student passage rates on the teacher certification examination (PRAXIS). Last year, the formula was expanded to make the scores an even more meaningful catalyst for continued reform. As was the case last year, 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

Nicholls State University commits itself to offering an excellent comprehensive education that meets the needs of the communities it serves. Through quality teaching, research, and service, the University strives to achieve accreditations in all eligible programs, evidence of its commitment to south central Louisiana and beyond.

Student Characteristics of University

During Fall 2002, the Nicholls State University had a total enrollment of 6,565-undergraduate and 767 graduate students. A total of 2,602 students were males and 4,730 were females. The majority of the students were from Louisiana with a total of 7,071 in-state students, 173 out-of-state students, and 88 foreign students. Among

Student Characteristics of University (Cont'd)

Students enrolled in the undergraduate program, 1,042 were black, 5,078 were white, and 445 were other races. Among students enrolled in the graduate program, 118 were black, 614 were white and 497 were other races.

Accreditation and Approval of Teacher Preparation Program

Nicholls State University is accredited by the Southern Association of Colleges and Schools (SACS) and is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE). All of the University's teacher preparation programs and Specialized Professional Association reports are approved by the Board of Regents and Board of Elementary and Secondary Education.

Notable Features and Accomplishments of Teacher Preparation Program

- Conducted an NCATE continuing accreditation visit in which the Board of Examiners recommended only one area needing improvement.
- Institutional Report to NCATE recognized as a national model and posted on its website (www.ncate.org).
- Attained an exemplary rating for the second consecutive year under the Board of Regents Accountability System.
- Practitioner Teacher Program placed eleven teachers in critical needs area (special education 7, math 3, sciences 1).
- Developed an implemented a Non-master's alternative certification program.
- Collaborated with the Board of Regents and the New Teacher Project to continue the Teach Bayou Region initiative for the purpose of recruiting highly qualified individuals into the teaching profession.

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

- Wrote and was funded $148,000 in LEQSF funds to continue PK-16+ initiatives, to collaboratively develop and implement a learning communities initiative, to collaborate with the College of Arts and Sciences to host an ETS workshop on curriculum alignment, and to upgrade technology in the unit.

- Continues its collaboration with the College of Arts and Sciences and Assumption Parish School Board in implementation the second year of a US Department of Education award of an $800,000 American History grant.

- Collaborates with and hosts on a monthly basis the meetings of the South Central Louisiana Association of School Superintendents and collaborates with and attend monthly meetings of the Region III Service Center's advisory board, the Bayou River Region Alliance.

- Continued professional development of faculty (11 more members trained for a total of 1,320 hours) and candidates (380 more trained for a total of 1,149 hours) in the Preparing Teachers to Use Technology Tomorrow (PT3) initiative.

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 2002-2003 including all areas of teaching specialization.	779

Teacher Preparation Program 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 2002, Fall 2002, and/or Spring 2003.	230
3.	Supervising faculty for supervised student teaching and internship experiences.	
	a. Number of appointed full time faculty in professional education.	21
	b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2002, Fall 2002, and Spring 2003.	8
	c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 2002, Fall 2002, and Spring 2003.	2
	d. Total number of supervising faculty for the teacher preparation program during 2002-2003.	32
4.	Student/faculty ratio for student teaching and internship experiences.	5:1
5.	Student participation in student teaching.	
	a. Average number of hours per week required of student participation in supervised student teaching during academic year 2002-2003.	30
	b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2002-2003.	15
	c. Total number of hours required during academic year 2002-2003 for student teaching.	450

LOUISIANA BOARD OF REGENTS
2003-2004 TEACHER PREPARATION ACCOUNTABILITY SYSTEM

NICHOLLS 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 the regular and alternate certification students on the state teachers' examination (PRAXIS) was assessed. During the second phase (which began in 2002), 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 with 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 2002-2003 Regular and Alternate Certification Program Completers on Certification Index (Percentage of students who passed the PRAXIS examination)

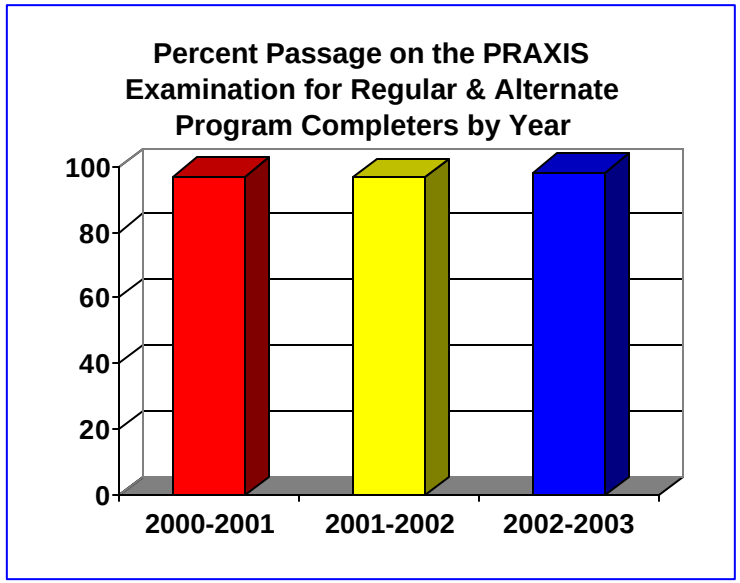
Grade: A+
PRAXIS Passage Rate: 98.3%
Scaled Score: 128

This is a difference of 1.7% when compared to the 96.6% passage rate of 2001-2002 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.

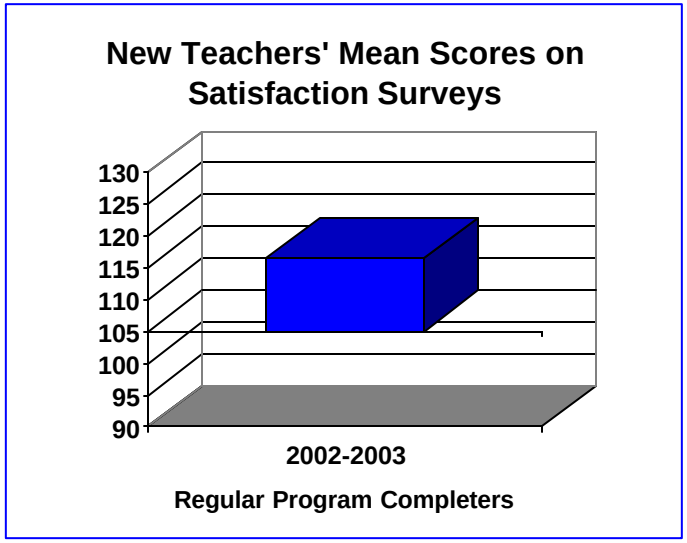


Nicholls State University (Continued)

I. INSTITUTIONAL PERFORMANCE INDEX (continued)

B. Grade for Ratings of 2002-2003 Program Completers on Graduate Satisfaction Survey

Grade: B
Mean Score of Survey Respondents: 116.4 over 1 year(s)
Total Number of Survey Respondents: 71
Respondents' Scaled Score: 99



The following scale was used to determine grades for mean responses on surveys:

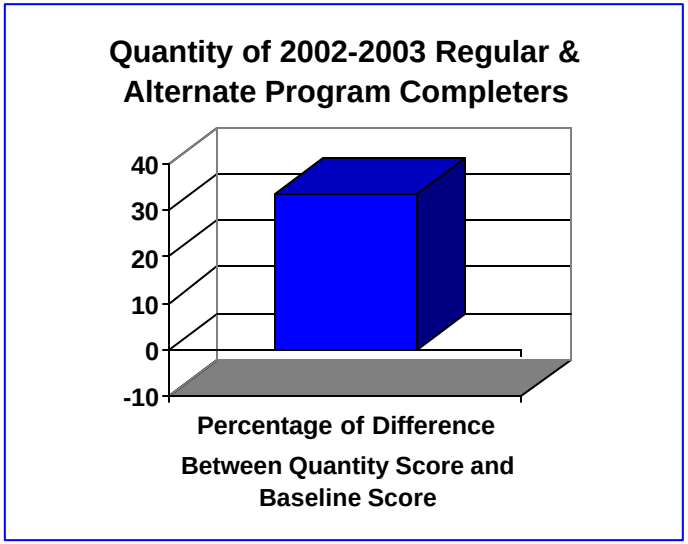
A+	=	128 & above
A	=	117.0 – 127.9
B	=	107.0 – 116.9
C	=	93.0 – 106.9
below C	=	below 93.0

See Appendix B for a breakdown of scores. Scaled scores are not assigned for institutions with fewer than 10 survey respondents over 2 years.

II. QUANTITY INDEX

Grade for Quantity Score

Grade: A+
Quantity Score: 228.5
Baseline Score: 171
Percentage of Difference: 33.6%
Scaled Score: 140



The following scale was used to determine quantity grades based upon percentage of difference between the 2002-2003 Quantity Score and Baseline Score:

A+	=	+15% and above
A	=	+5% to +14% difference
B	=	-3% to +4% difference
C	=	-4% to -15% difference
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 x .875] + [Graduate Satisfaction Scaled Score x .125]) + Quantity Scaled Score} ÷ 2
	=	{([128 x .875] + [99 x .125]) + 140} ÷ 2
	=	(124.4 + 140) ÷ 2
	=	264.4 ÷ 2
	=	132.2

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' data were used. Future accountability cycles will use surveys 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 over 2 years.***

B. Teacher Preparation Performance Label	**=**	**Exemplary**
The following scale was used to assign the label:		
Exemplary Teacher Preparation Program	=	Teacher Preparation Performance Score of 125.0 and above
High Performing Teacher Preparation Program	=	Teacher Preparation Performance Score of 100.0 – 124.9
Satisfactory Teacher Preparation Program	=	Teacher Preparation Performance Score of 80.0 – 99.9
At-Risk Teacher Preparation Program	=	Teacher Preparation Performance Score of 50.0 – 79.9
Low Performing Teacher Preparation Program	=	Teacher Preparation Performance Score of 0 – 49.9

APPENDIX A

NICHOLLS STATE UNIVERSITY

PRAXIS EXAMINATION

PASSAGE RATE REPORTS FOR INDIVIDUAL SUBTESTS
2002-2003 PROGRAM COMPLETERS

	NUMBER PASSED	TOTAL NUMBER	PERCENTAGE PASSED
2002-2003 Regular Program Completers	141	143	**98.6%**
2002-2003 Alternate Program Completers	37	38	**97.4%**
Total	178	181	**98.3%**

HEA - Title II
2002-2003 Academic Year
Regular Program Completers
Passage Rate Report

Institution Name	NICHOLLS STATE UNIVERSITY
Institution Code	6221
State	Louisiana
Number of Program Completers Submitted	143
Number of Program Completers found, matched, and used in passing rate Calculations[1]	143

					Statewide		
Type of Assessment	***Assessment Code Number***	***Number Taking Assessment***	***Number Passing Assessment***	***Institutional Pass Rate***	***Number Taking Assessment***	***Number Passing Assessment***	***Statewide Pass Rate***
Basic Skills							
COMMUNICATION SKILLS	500	5			122	122	100%
GENERAL KNOWLEDGE	510	3			119	119	100%
PPST READING	710	22	22	100%	209	209	100%
CBT READING	711	99	99	100%	1030	1030	100%
PPST WRITING	720	19	19	100%	223	223	100%
CBT WRITING	721	100	100	100%	1006	1006	100%
PPST MATHEMATICS	730	19	19	100%	209	209	100%
CBT MATHEMATICS	731	102	102	100%	1015	1015	100%
COMPUTERIZED PPST READING	5710	5			84	84	100%
COMPUTERIZED PPST WRITING	5720	7			94	94	100%
COMPUTERIZED PPST MATHEMATICS	5730	6			99	99	100%
Professional Knowledge							
PROFESSIONAL KNOWLEDGE	520	1			12	12	100%
PRINCIPLES LEARNING & TEACHING K-6	522	101	101	100%	1198	1195	99%
PRINCIPLES LEARNING & TEACHING 5-9	523				1		
PRINCIPLES LEARNING & TEACHING 7-12	524	40	40	100%	544	532	98%

HEA - Title II
2002-2003 Academic Year
Regular Program Completers
Passage Rate Report

Institution Name	NICHOLLS STATE UNIVERSITY
Institution Code	6221
State	Louisiana
Number of Program Completers Submitted	143
Number of Program Completers found, matched, and used in passing rate Calculations[1]	143

					Statewide		
Type of Assessment	***Assessment Code Number***	***Number Taking Assessment***	***Number Passing Assessment***	***Institutional Pass Rate***	***Number Taking Assessment***	***Number Passing Assessment***	***Statewide Pass Rate***
Academic Content Areas							
ELEM ED CURR INSTRUC ASSESSMENT	011	50	50	100%	861	860	100%
ELEM ED CONTENT AREA EXERCISES	012	50	50	100%	861	861	100%
ELEMENTARY ED CONTENT KNOWLEDGE	014	18	18	100%	177	176	100%
EARLY CHILDHOOD EDUCATION	020				96	96	100%
BIOLOGY AND GENERAL SCIENCE	030	3			37	36	97%
ENGLISH LANGUAGE AND LITERATURE	040				1		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	6			76	74	97%
ENG LANG LIT COMP PEDAGOGY	043	6			76	76	100%
MATHEMATICS	060	3			55	52	95%
CHEM PHYSICS AND GENERAL SCIENCE	070				6		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	11	9	82%	109	106	97%
SOCIAL STUDIES: INTERPRET MATERIALS	083	11	11	100%	109	108	99%
PHYSICAL EDUCATION	090	10	10	100%	133	133	100%
BUSINESS EDUCATION	100	3			15	15	100%
MUSIC EDUCATION	110	2			87	84	97%
FAMILY AND CONSUMER SCIENCES	120	1			5		
FRENCH	170				4		

HEA - Title II
2002-2003 Academic Year
Regular Program Completers
Passage Rate Report

Institution Name	NICHOLLS STATE UNIVERSITY
Institution Code	6221
State	Louisiana
Number of Program Completers Submitted	143
Number of Program Completers found, matched, and used in passing rate Calculations[1]	143

				Statewide		
Type of Assessment[2]	***Number Taking Assessment[3]***	***Number Passing Assessment[4]***	***Institutional Pass Rate***	***Number Taking Assessment[3]***	***Number Passing Assessment[4]***	***Statewide Pass Rate***
Aggregate - Basic Skills	131	131	100%	1456	1456	100%
Aggregate - Professional Knowledge	142	142	100%	1755	1740	99%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	107	105	98%	1562	1549	99%
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[5]	143	141	99%	1780	1752	98%

[1] The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

[2] Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

[3] Number of completers who took one or more tests in a category and within their area of specialization.

[4] Number who passed all tests they took in a category and within their area of specialization.

[5] Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total passrate.

HEA - Title II
2002-2003 Academic Year
Alternate Certification Program Completers
Passage Rate Reports have not yet
been provided to states by
the Educational Testing Service.

APPENDIX B

NICHOLLS STATE UNIVERSITY

TEACHER PREPARATION PROGRAM ACCOUNTABILITY SURVEY
2002-2003 Data

total number of cases = 71

Mean Total Survey Score (out of 33 questions) = 109.77

Mean Total Survey Score (adjusted) = 116.43[*]

Item Scores by Question

		number of responses			
	mean by item	strongly disagree	disagree	agree	strongly agree
Planning					
1. Specify learning objectives in terms of clear, concise student outcomes.	3.58	0	0	30	41
2. Plan a series of activities that help my students achieve those objectives.	3.51	0	2	31	38
3. Successfully identify individual student differences in the context of a whole class.	3.10	1	7	46	17
4. Implement accommodations for individual student differences.	3.06	1	8	48	14
Instruction					
5. Consistently stimulate and encourage higher order thinking at the appropriate developmental levels.	3.23	1	6	40	24
6. Identify a variety of lesson materials, in addition to traditional classroom materials.	3.43	1	2	33	35
7. Integrate a variety of materials to achieve lesson objectives.	3.41	1	3	33	34
8. Change or adjust a lesson to respond to my students' outcomes.	3.35	0	3	40	28
9. Use both short-term and long-term evaluation methods to measure my student outcomes.	3.30	0	5	40	26

[*] As written, the survey contains 35 items. Technical difficulties with administration caused items 14 and 35 not to be administered. This score represents an adjustment to the 33-item mean to represent its equivalent out of 35 items. This was necessary in order to convert the survey scores to scaled scores for the accountability system.

10. Implement teacher-directed or student-centered activities that result in student learning.	3.39	0	1	41	29
11. Successfully plan for individual student differences in the context of a whole class.	2.97	2	11	45	13
12. Open, develop, and close a lesson effectively.	3.54	0	4	25	42
13. Integrate technology into my lessons.	3.37	0	5	34	32
14. Successfully present content at a developmentally appropriate level.	technical difficulties: data not collected				
15. Effectively use appropriate formal and informal assessment techniques.	3.41	0	0	41	30
16. Provide timely feedback to my students.	3.41	0	2	38	31
17. Produce evidence of student academic growth.	3.24	0	5	44	22
18. Employ effective teaching practices as modeled by faculty.	3.28	0	5	41	25
Instruction					
19. Relate examples, real-life situations, or current events to the content being taught.	3.48	0	3	31	37
20. Teach in one or more subject areas.	3.27	3	5	33	30
21. Communicate effectively with students.	3.37	0	2	40	29
22. Encourage participation from all students.	3.41	0	1	40	30
23. Monitor the ongoing performance of students.	3.33	0	1	45	25
Management					
24. Facilitate learning by organizing available space, materials, and equipment.	3.37	0	2	41	28
25. Maintain a positive learning environment.	3.48	0	0	37	34
26. Create a routine and manage transitions in a way that maximizes the time available for learning.	3.31	0	4	41	26
27. Manage and adjust my time to ensure that learning objectives are met.	3.41	0	3	36	32
28. Clearly communicate my expectations for appropriate behavior to my students.	3.39	0	3	37	31
29. Monitor and respond to appropriate student behavior in an effective way.	3.39	0	1	41	29
30. Monitor and respond to inappropriate student behavior in an effective way.	3.12	0	11	40	20

School Improvement					
31. Encourage parents/caregivers to become active partners in their children's education and become involved in school/classroom activities.	3.08	1	9	44	17
32. Provide clear and timely information to parents/caregivers regarding classroom expectations, student progress, and ways they can assist learning.	3.14	1	7	44	19
33. Collaboratively and effectively work with colleagues.	3.33	0	6	35	30
34. Understand the importance of and plan for professional development.	3.25	2	7	33	29
Overall		poor			Excellent
Overall, how would you rate the effectiveness of your teacher preparation program in preparing you to improve student learning?	technical difficulties: data not collected				

APPENDIX C

NICHOLLS STATE UNIVERSITY

2003-2004 CALCULATION OF QUANTITY INDEX

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.

QUANTITY SCORE

A. 2002-2003 PROGRAM COMPLETERS

One-point is assigned to every regular and alternate program completer that completed teacher preparation programs between the dates of July 1, 2002 – June 30, 2003.

B. BONUS POINTS

In addition, one-half a point is assigned to every 2002-2003 regular and alternate program completer that met the criteria for each of the following teacher shortage areas.

Teacher Shortage Areas		# Regular Program Completers	# Alternate Program Completers
MINORITIES		7	9
MATHEMATICS		3	4
SCIENCE	General	1	1
	Biology	3	1
	Chemistry	1	
	Physics		
	Earth		
	Environmental		
MIDDLE SCHOOL			3
SPECIAL EDUCATION		35	4
MALE	Early Childhood		
	Elementary	1	
HIGH NEED PARISHES – TEACHER PLACEMENT (Parishes: Assumption, East Feliciana, Madison, St. Helena, & Red River)		19	3
TOTAL		70	25