

**LOUISIANA BOARD OF REGENTS
2007-2008 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS
NICHOLLS STATE UNIVERSITY**

Message from the Commissioner:

Louisiana is being recognized nationally for the efforts of our universities to prepare high-quality new teachers who enter the profession prepared to address the needs of PK-12 students. All campuses are to be commended for the work they have done in the past and the work they are doing today to enhance the knowledge and skills of all new teachers. As improved student achievement continues to be a goal of all educators in Louisiana, the success of your work will continue for years to come as your well-prepared new teachers further develop their capabilities and become even more effective teachers in the future. The work you are doing is of the utmost importance, for it impacts the lives of students in Louisiana, and it impacts the economic health of our state.

*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 accreditation in all eligible programs, evidence of its commitment to south central Louisiana and beyond.

Student Characteristics of University

During Fall 2006, the university had a total enrollment of 6,136 undergraduate and 678 graduate students. A total of 2,500 students were males and 4,314 were females. The majority of the students were from Louisiana with a total of 6,489 in-state students, 226 out-of-state students, and 99 foreign students. Among students enrolled in the undergraduate program, 1,129 were black, 4,557 were white, and 450

Student Characteristics of University (Cont'd)

were other races. Among students enrolled in the graduate program, 135 were black, 501 were white, and 42 were other races.

Accreditation and Approval of Teacher Preparation Program

The university is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). In addition, the university is accredited by the National Council for the Accreditation of Teacher Education (NCATE). All of the university's teacher preparation programs are approved by the Louisiana Board of Regents and the Louisiana Department of Education.

Notable Features and Accomplishments of Teacher Preparation Program

- In January 2008, a new department head, Dr. Christine Hypolite, was named for the Department of Teacher Education in the College of Education. Her areas of expertise include middle school mathematics/science education and alternative certification. She has been a faculty member at Nicholls since 1994.
- The College of Education received state approval of the Elementary Education program with an add-on in mild/moderate disabilities program and state approval of the Birth to Five Early Interventionist program. These programs are designed to address the critical need for well-qualified special education teachers in our schools.
- The first cohort of 56 graduates from the redesigned Reading Specialist program graduated in December 2007. This was the largest number of graduates from the program. The Reading Specialist master's program has been redesigned to promote high quality content, flexibility, and technology. Candidates in the program will be able to complete the program in a year and a half.

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

- The College of Education implemented the two Learn and Serve grants funded through the University of Louisiana system. One grant in Teacher Education for \$28,350 focuses on helping students impacted by the hurricanes develop their literacy skills. The other grant in Family and Consumer Sciences for \$29,925 focuses on displaced senior citizens. Both grants will end in June 2008.
- The College of Education entered into a professional development school partnership with South Thibodaux Elementary as a pilot. This project is supported through the United States Department of Education. The focus is on promoting preparation in inclusive teaching practices. Nicholls faculty and candidates in the undergraduate and graduate programs are working with the faculty and administration at South Thibodaux to design professional development and field experiences that promote best practices in inclusive education. The pilot will end June 2008. Positive feedback has been obtained from pre-service teachers, in-service teachers, and the school administration. Funding to continue this initiative will be sought from the United States Department of Education.
- Family and Consumer Sciences programs received their reaccreditation with the American Association of Family and Consumer Sciences in the spring 2007 semester. All of the FACS programs will be accredited through 2016.
- The College of Education continues to participate in the Transition to Teaching Consortium with three other Louisiana universities. The focus is on recruiting and retaining math, science, and special education teachers into the alternative certification program. We are continuing to recruit potential teachers from the seven parish region.

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 2006-2007 including all areas of teaching specialization.	546
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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 2006, Fall 2006, and/or Spring 2007.	146
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education	20
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2006, Fall 2006, and Spring 2007.	3
c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 2006, Fall 2006, and Spring 2007.	3
d. Total number of supervising faculty for the teacher preparation program during 2006-2007.	26
4. Student/faculty ratio for student teaching and internship experiences.	5/6:1
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2006-2007.	35
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2006-2007.	15
c. Total number of hours required during academic year 2006-2007 for student teaching.	525



LOUISIANA BOARD OF REGENTS 2007-2008 TEACHER PREPARATION ACCOUNTABILITY SYSTEM

OVERVIEW

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 subsequent phases (2002-2003, 2003-04, and 2004-05), 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' Praxis examinations and ratings by teachers of their teacher preparation programs) were assessed. In the future, additional factors will be assessed to examine such areas as ratings of programs by first year teachers' mentors and growth of learning of students taught by new teachers. The purpose of this accountability system is to clearly demonstrate to the public that all universities and colleges in Louisiana are working diligently to produce quality teachers who work effectively with PK-12 students.

During 2005-06, it was not possible to implement the Teacher Preparation Accountability System due to the closure of universities and schools in Louisiana and the inability to collect data from displaced teachers and mentors due to Hurricane Katrina and Hurricane Rita. A decision was made to revise the Teacher Preparation Accountability System. Quantity and PRAXIS examination passage rate data have been collected and are being disseminated to the public in the *2005-06, 2006-07, and 2007-08 Institutional Reports for the Preparation of Teachers*. These reports can be found on the Board of Regents web site at: <http://asa.regents.state.la.us/TE/reports/2007>. The documents provide an overview of the quantity of program completers and the passage rates of program completers at individual universities.

**QUANTITY OF PROGRAM COMPLETERS AND
SUMMARY OF HEA TITLE II PRAXIS EXAMINATION PASSAGE RATES
2006-2007 REGULAR AND ALTERNATE PROGRAM COMPLETERS**

UNIVERSITY	TYPES OF PROGRAMS	TOTAL COMPLETED	NUMBER PASSED	PERCENTAGE PASSED
NICHOLLS STATE UNIVERSITY	HEA Title II 2006-2007 Regular Program Completers	93	93	100%
	HEA Title II 2006-2007 Alternate Program Completers	33	33	100%
	Total Number of 2006-2007 Program Completers	126	126	100%



**HEA - Title II
2006-2007 Academic Year**

Institution Name	NICHOLLS STATE UNIVERSITY
Institution Code	6221
State	Louisiana
Number of Program Completers Submitted	93
Number of Program Completers found, matched, and used in passing rate Calculations¹	93

March 30, 2008

Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Statewide		
					Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Basic Skills							
PPST READING	710	37	37	100%	328	328	100%
PPST WRITING	720	40	40	100%	340	340	100%
PPST MATHEMATICS	730	39	39	100%	335	335	100%
COMPUTERIZED PPST READING	5710	50	50	100%	1020	1020	100%
COMPUTERIZED PPST WRITING	5720	47	47	100%	1011	1011	100%
COMPUTERIZED PPST MATHEMATICS	5730	49	49	100%	1020	1020	100%
Professional Knowledge							
EARLY CHILDHOOD EDUCATION	020	16	16	100%	184	184	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353	14	14	100%	51	51	100%
PRINCIPLES LEARNING & TEACHING K-6	522	41	41	100%	699	699	100%
PRINCIPLES LEARNING & TEACHING 5-9	523	4			53	53	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	36	36	100%	488	484	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542	4			37	37	100%
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	56	56	100%	845	841	99%
BIOLOGY AND GENERAL SCIENCE	030				2		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	1			92	91	99%
ENG LANG LIT COMP PEDAGOGY	043	1			92	92	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				10	10	100%
MATHEMATICS	060				1		
MATHEMATICS: CONTENT KNOWLEDGE	061	1			55	55	100%
MIDDLE SCHOOL MATHEMATICS	069	1			13	13	100%
CHEM PHYSICS AND GENERAL SCIENCE	070				2		



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March 30, 2008

<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							
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	10	10	100%	119	119	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083	10	10	100%	118	118	100%
MIDDLE SCHOOL SOCIAL STUDIES	089	4			12	12	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091	9			107	107	100%
BUSINESS EDUCATION	100	1			11	11	100%
MUSIC EDUCATION	110	1			1		
MUSIC CONTENT KNOWLEDGE	113	5			81	80	99%
FAMILY AND CONSUMER SCIENCES	120	4			6		
ART CONTENT KNOWLEDGE	133				30	29	97%
FRENCH CONTENT KNOWLEDGE	173	1			5		
SPANISH CONTENT KNOWLEDGE	191	1			7		
SPEECH COMMUNICATION	220				7		
BIOLOGY CONTENT KNOWLEDGE	235	1			23	23	100%
CHEMISTRY CONTENT KNOWLEDGE	245				2		
GENERAL SCI CONTENT KNOWLEDGE	435	1			4		
MIDDLE SCHOOL SCIENCE	439	3			15	15	100%
AGRICULTURE	700				2		



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				Statewide		
<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	88	88	100%	1361	1361	100%
Aggregate - Professional Knowledge	111	111	100%	1471	1467	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	100	100	100%	1454	1443	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 Rates⁵	93	93	100%	1429	1416	99%

Footnote:

- 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 pass rate.