



Regents Recap

SEPTEMBER 23 - 24, 2009

Regents Recognize Excellence

BATON ROUGE, La. – Northwestern State University and the Center for Adult Learning in Louisiana (CALL) received national recognition for leadership in distance learning and were recognized today by the Board of Regents. The university's electronic campus is highlighted in the Lumina Foundation's *Focus Magazine* which was just recently released across the country.

Lumina Foundation encourages colleges and universities to improve completion rates and to keep college affordable for all of America's students while closing the achievement gaps among different populations. It also encourages states to remember those adults who began college at an earlier age but were unable to complete their degrees; challenges that are central in the Board of Regents strategic goal of increasing the number of degrees and certificates earned in Louisiana by 10,000.

"Northwestern has focused on making college more adult friendly" said Jamie Merisotis, President and CEO of the Lumina Foundation for Education. "Even more important, it is paying off for the student."

"With recent projections of even deeper budget cuts in the next few years for our colleges and universities, it is imperative for Louisiana to embrace progressive and innovative ways to deliver higher education services," said Commissioner of Higher Education Sally Clausen. "Northwestern's support of the CALL program provides us with a fantastic example of excellence within our own state."

Approximately 1,200 students statewide have enrolled in the CALL program which has already produced 150 graduates in just four semesters. CALL is funded through the Board of Regents and was created with the help of the Southern Regional Education Board (SREB). It is one of only a few accelerated, completely online degree programs for adults in the nation. CALL offers online degrees at six Louisiana universities -- Northwestern, Southeastern, ULM, McNeese, LSU at Eunice and Bossier Parish Community College.

Northwestern President Randy Webb and Bossier Community College Chancellor Jim Henderson were recognized by the board specifically for their cooperative partnerships in distance education. For example, Northwestern's Bachelor of Arts program in Journalism includes an entertainment technology track that is an outgrowth of an agreement between NSU and BPCC. Northwestern has more than 20 degree programs completely online and additional programs that combine online and in-person classes.

Also recognized during the Regents meeting were eleven top young faculty from five different campuses, who have been awarded the prestigious National Science Foundation's (NSF) CAREER grant. It is the highest academic honor awarded by the NSF. The recognition is for outstanding research, excellent teaching and the integration of teaching and research. Each honoree listed received a minimum of \$400,000 over a five year period.

Board of Regents

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Sally Clausen
*Commissioner of
Higher Education*

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Excellence Recognized Continued...

- **Louisiana State University:** Tewfik Kosar, Jayne Garno, Jiandi Zhang
- **Louisiana Tech University:** Tabbetha Dobbins, Long Que
- **Southern University:** Michelle Claville
- **Tulane University:** James Donahue, W.T. Godbey, Edward Golob, Scott Grayson
- **University of Louisiana at Lafayette:** Danella Zhao

These faculty members were recruited to Louisiana from as far away as China, Pennsylvania, California and Massachusetts. The NSF grants will fund research projects including gene therapy, nanotechnology to assist in the detection of disease, x-ray technology, and methods to improve rehabilitation techniques for patients with brain damage.

Board of Regents Highlights

The Board of Regents announced that a Program Review Task Force will develop a plan to review all degree programs more frequently and with increased rigor. The task force will be comprised of representatives from each institution and will make a presentation to the Board of Regents in December. The Board also approved the following 15 program terminations during its September 24, 2009 meeting:

- **Nichols State University (A.S. in Legal Assistant Studies, A.S. in Criminal Justice, B.S. in Agribusiness, B.S. in Computer Science, B.S. in Manufacturing Engineering Technology, B.A. in French, B.A. in French Education-Grades K-12)**
- **University of Louisiana at Monroe (Bachelor of Business Administration-Economics, Bachelor of Business Administration-Entrepreneurship, B.S. in Family and Consumer Sciences)**
- **Louisiana Technical College-Folkes (T.D. in Practical Nursing)**
- **Louisiana Technical College-Jumonville (C.T.S. in Aesthetics, C.T.S. in Manicure/Nail Technology, T.D. in Practical Nursing)**
- **Louisiana Technical College-Westside (C.T.S. in Medial Office Assistant)**

The Board of Regents approved the following program based on industry need:

- **Louisiana Delta Community College (A.A.S. in Process Technology)**

The Board of Regents approved the following reauthorization of previously approved unit:

- **University of New Orleans (National Center for Advanced Manufacturing)**

The Board of Regents approved the following small capital projects using risk management or self-generated funds:

- **LSU A&M Soccer Complex (Storm Damaged Bleacher Replacement -Risk Management, Nicholson Apartments Fencing Project -Auxiliary Funds)**
- **LSU Ag Center (Hurricane Gustav Repairs-Risk Management, Crossing Greenhouse-Risk Management, Dean Lee Research Station Alexandria-Risk Management)**
- **LSU Health Sciences Center New Orleans (Pathology Lab Renovation-Self-Generated)**
- **Southern University New Orleans (Exterior Waterproofing-Self-Generated, Upgrade to Site Lighting and Security Camera System-Self-Generated)**
- **University of Louisiana at Lafayette (Resurfacing Parking Lot at Cajun Field-Restricted Funds, Nursery School Reconstruction-Risk Management)**
- **University of Louisiana at Monroe (Fant-Ewing Coliseum Locker Room Renovations-Self-Generated, Stubbs Hall Window Replacement-Self-Generated, Intramural Field Complex Lighting-Self-Generated)**

The Board of Regents also approved three leases for the LSU System.

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Research Focuses on Creating Good Teachers

BATON ROUGE, La. – Louisiana is preparing new teachers who are as effective as experienced teachers due in large measure to redesigned teacher preparation programs and more rigorous certification requirements according to research presented to the Board of Regents today.

A statewide qualitative study team lead by Dr. Jeanne Burns examined factors that impact the effectiveness of teacher preparation programs in Louisiana based on results from the state's nationally recognized Value-Added Teacher Preparation Model created by Dr. George Noell and his research team at Louisiana State University. The Value-Added model links student achievement to teacher preparation programs in the state. During the last two years, the quantitative research team has identified seven redesigned teacher preparation programs (Louisiana College, Louisiana State University at Shreveport, Nicholls State University, Northwestern State University, Southeastern Louisiana University, The New Teacher Project, and University of Louisiana at Monroe) whose new teachers are preparing students with achievement levels as high or better than achievement levels of students taught by experienced teachers.

“Once again, Louisiana is leading the nation in its use of qualitative research combined with value-added research to improve the effectiveness of teacher preparation programs,” said Sally Clausen, Commissioner of Higher Education for the Board of Regents. “All universities must produce highly effective teachers if we are to increase the number of students who successfully leave our schools and enter higher education in Louisiana. This research is critical for it will help to ensure the future success of students across our state.”

Louisiana is the only state in the nation using results from a value-added assessment to identify ways to create highly effective teachers. In addition, it is the only state that has implemented more rigorous certification requirements for teachers and required all public and private teacher preparation programs to redesign their programs to address the new requirements.

“Our collaborative partnership between higher education and PK-12 education and willingness to share data for our state's value-added model for teacher preparation is providing us with access to new and pertinent data,” said Paul Pastorek, State Superintendent of Schools. “Louisiana's model is becoming the model for other states as they seek to measure the effectiveness of teacher preparation programs.”

Using data from all 22 teacher preparation programs in Louisiana as well as a sample of new teachers who completed redesigned programs, this new report identifies several key findings including:

- It is not the pathway (e.g., Master of Arts in Teaching; Practitioner Teacher Program; Non-Masters/Certification-Only Program) that explains the variance between teacher preparation programs; it is what is occurring within the pathway to prepare new teachers in the specific content area that makes the difference.
- Data does not support previous assumptions about the preparation of new teachers. As a result of post-redesign teacher preparation programs setting higher expectations for admission and graduation, new teachers who are completing the post-redesign teacher preparation programs are now more similar than different.

**Louisiana's
Fall 2009
Preliminary
Enrollment
Report:**

**TOTAL:
220,727**

**4-year schools:
139,689**

**2-year schools:
76,313**

**Professional
Schools:
4,725**

**Upcoming
Board of Regents
Meetings:**

**October
21-22**

**November
NO MEETING**

**December
2-3**

Creating Good Teachers Continued....

- State policies to create more rigorous teacher certification requirements and require all universities to redesign their teacher preparation programs account for more similarities than differences in program structures and curriculum for the three alternate pathways being offered by universities and private providers.
- Teacher preparation programs are already using scores from the value-added assessment to make changes to their programs that impact grades 4-9 teachers in mathematics, science, social studies, English/language arts, and reading.
- Better retention is being exhibited among teachers who have completed undergraduate and alternate certification programs in Louisiana.
- More in-depth research through case studies of effective programs in specific content areas will be needed in the future to identify the types of factors that will be needed for teacher preparation programs to further improve the effectiveness of their programs.

“The significance of this study is that we are starting to learn that previous assumptions about teacher preparation programs were not found to be true in our state.” said Jeanne Burns, Associate Commissioner for Teacher and Leadership Initiatives for the Board of Regents. “We are finding that our programs are being more selective about who enters the teaching profession and who completes alternate programs to become fully certified teachers. As we continue our research and work collaboratively to identify factors that impact effective teaching, we will have the capacity to prepare highly effective new teachers within all of our institutions.”

“Implementing a Value-Added Teacher Preparation Assessment is the first step in helping teacher preparation programs know if they are successful in preparing new teachers in specific content areas,” said Kristin Gansle, Louisiana State University and A&M College. “This research that delves into the critical elements of why programs are successful in preparing effective teachers is an important next step in helping teacher preparation programs identify how they can increase the effectiveness of their programs.”

The study is a collaborative partnership between the Board of Regents, the Board of Elementary and Secondary Education and the Louisiana Department of Education and was funded through a grant provided by the Carnegie Corporation of New York and matching funds from the Regents.

Board of Regents Highlights Continued...

The Board of Regents approved the following items during its September 24, 2009 meeting:

- **Procedures to Implement the Revised Endowed Chairs for Eminent Scholars Policy**
- **License Renewals for Grand Canyon University and Panola College**
- **Initial License for John Casablancas Modeling and Career Center**
- **Change of Ownership Applications for American School of Business and Professional Institute of Court Reporting**