



# LOUISIANA BOARD OF REGENTS

## 2003-2004 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

### CENTENARY COLLEGE OF LOUISIANA

#### ***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**

Centenary is a selective liberal arts college offering programs in the arts, humanities, natural sciences, and social sciences, which strengthen the foundation for students' personal lives and career goals. Students and faculty work together to build a community focused on ethical and intellectual development, respect and concern for human and spiritual values, and the joy of creativity and discovery.

Consistent with its affiliation with the United Methodist Church, the College encourages a lifelong dedication not only to learning but also to serving others. It strives to overcome ignorance and intolerance; to examine ideas critically; to provide an understanding of the forces that have influenced the past, drive the present, and shape the future; and to cultivate integrity, intellectual and moral courage, responsibility, fairness, and compassion.

In pursuit of these ideals, the College challenges its students throughout their education to write and speak clearly; to read, listen, and think critically; to comprehend, interpret, and synthesize ideas; to analyze information qualitatively and quantitatively; to appreciate the diversity of human cultures; to respect the value of artistic expression; and to recognize the importance of a healthy mind and body and the interdependence of people and the environment.

Academic and co-curricular programs, as well as the example of those who teach and work at Centenary, support students in their development and encourage them to become leaders in the work place, the community, the nation, and the world at large.

#### **Student Characteristics of University**

During Fall 2002, the university had a total enrollment of 897 undergraduate and 141 graduate students. A total of 396 students were males and 642 were females. The majority of the students were from Louisiana with a total of 554 in-state students, 312 out-of-state students, and 31 foreign students. Among students enrolled in the undergraduate program, 56 were black, 763 were white, and 47 were other races. Among students enrolled in the graduate program, 31 were black, 103 were white, and 7 were other races.

#### **Accreditation and Approval of Teacher Preparation Program**

The college is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). All of the college's teacher preparation programs are approved by the Board of Regents and Board of Elementary and Secondary Education. The college is currently seeking NCATE accreditation with the site visit planned for Fall 2006.

#### **Notable Features and Accomplishments of Teacher Preparation Program**

- Centenary College of Louisiana is moving forward with pursuit of NCATE accreditation, planning on the site visit to occur in Fall 2006.
- Centenary's student teachers begin their experience on the first day of class for the college and end it on the last day of class, 8 hours each day for 15 weeks with a total of 600 hours of student teaching. Although the minimum number of

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

total hours of student teaching required is 180, our students spend more than twice the minimum number of hours in the classroom and teaching.

- Because Centenary’s student teachers have spent many hours in the classroom with full responsibility for teaching individual lessons prior to student teaching, they are very comfortable at the onset of student teaching. With their extensive and successful experience in the classroom during student teaching, it is not unusual for them to be hired as full time teachers in the same schools in which they student taught.
- Centenary is now approaching the end of three successful years of working with E.B. Williams Stoner Hill Elementary Professional Development School. All elementary methods classes are taught at Stoner Hill. Dr. Naomi Coyle, Centenary’s PK-16+ Coordinator, has worked closely with Mr. Charles Lowder, Principal of Stoner Hill, and all teachers and staff to create a wonderful environment for Centenary’s faculty and students to interact with Stoner Hill’s faculty and students. Centenary has now approaching the end of two successful years of working with a second Professional Development School: Youree Drive Middle PDS. Youree Drive’s principal (until March 1, 2004), Ms. Jan Holliday, was recently named Louisiana’s Middle School Principal of the Year. All of Centenary’s 2002-2003 student teachers have taught at these two PDS schools. As of March 2, 2004, C.E. Byrd High School, with Richard LaVergne as Principal, has become our third PDS School.
- Centenary’s PK-16+ Council is very active and currently working on the redesigning of the educational leadership and the K-12 curriculum. The teacher cadet program to attract high school students to the teaching profession will begin in Fall 2004.
- Centenary has received, for two consecutive years, a \$5,000 reward from the Board of Regents for its high passage rate on the PRAXIS examinations, earning a grade of “A” in quality for each of those years.

**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.	32
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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 2002, Fall 2002, and/or Spring 2003.	22
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education.	2
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2002, Fall 2002, and Spring 2003.	0
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.	4
4. Student/faculty ratio for student teaching and internship experiences.	5 .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.	40
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.	600

**LOUISIANA BOARD OF REGENTS**  
**2003-2004 TEACHER PREPARATION ACCOUNTABILITY SYSTEM**

**CENTENARY COLLEGE OF LOUISIANA**

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)**

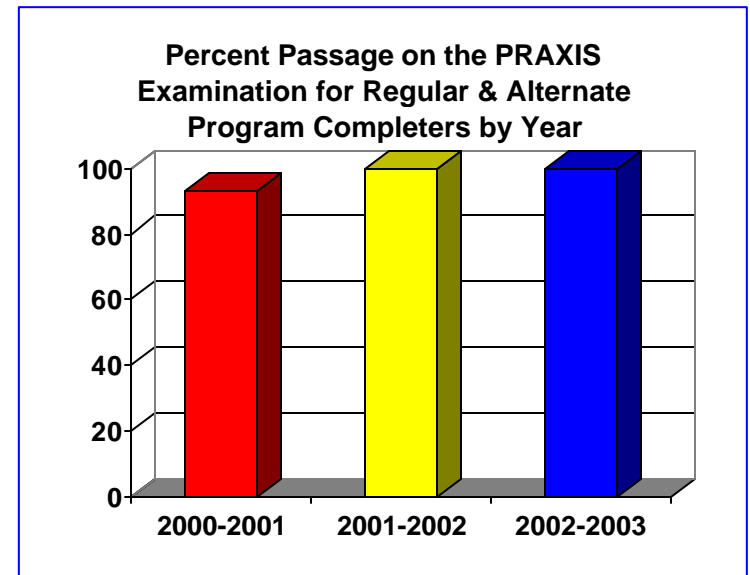
*Grade: A+*  
*PRAXIS Passage Rate: 100%*  
*Scaled Score: 136*

This is a difference of 0% when compared to the 100% 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.



## Centenary College (Continued)

### I. INSTITUTIONAL PERFORMANCE INDEX (continued)

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

**Grade:** not assigned

**Mean Score of Survey Respondents:**

**Total Number of Survey Respondents:**

**Respondents' Scaled Score:** not assigned

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:** 28

**Baseline Score:** 14

**Percentage of Difference:** 100%

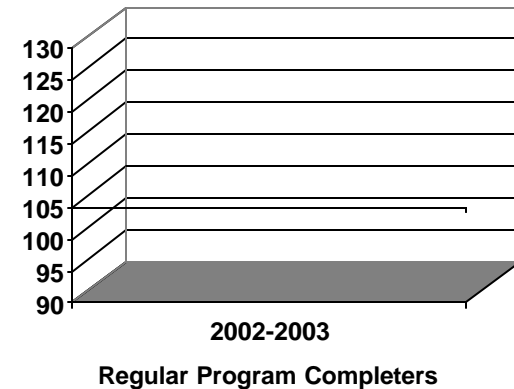
**Scaled Score:** 140

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

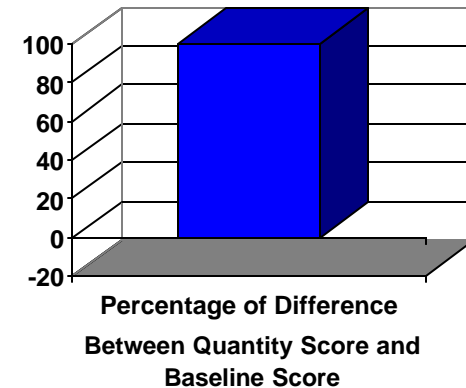
A+	=	+15% and above
A	=	+5% to +14% difference
B	=	-3% to +4% difference
C	=	-4% to -15% difference
below C	=	-16% and greater difference

See Appendix C for a breakdown of scores.

**New Teachers' Mean Scores on Satisfaction Surveys**



**Quantity of 2002-2003 Regular & Alternate Program Completers**



Centenary College (Continued)

III. TEACHER PREPARATION PERFORMANCE SCORE AND LABEL

<b>A. Teacher Preparation Performance Score</b>	=	$(\text{Institutional Performance Index} + \text{Quantity Index}) \div 2$
	=	$\{\text{Certification Scaled Score} + \text{Quantity Scaled Score}\} \div 2$
	=	$\{136 + 140\} \div 2$
	=	$276 \div 2$
	=	138

*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>B. Teacher Preparation Performance Label</b>	=	<b>Exemplary</b>
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**

**PRAXIS EXAMINATION  
PASSAGE RATE REPORTS FOR INDIVIDUAL SUBTESTS  
2002-2003 PROGRAM COMPLETERS**

**CENTENARY COLLEGE OF LOUISIANA**

	<b>NUMBER PASSED</b>	<b>TOTAL NUMBER</b>	<b>PERCENTAGE PASSED</b>
2002-2003 Regular Program Completers	14	14	<b>100%</b>
2002-2003 Alternate Program Completers	9	9	<b>100%</b>
Total	23	23	<b>100%</b>



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

<b>Institution Name</b>	CENTENARY COLLEGE
<b>Institution Code</b>	6082
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	14
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	14

<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>	<b>Statewide</b>		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Basic Skills</b>							
COMMUNICATION SKILLS	500				122	122	100%
GENERAL KNOWLEDGE	510				119	119	100%
PPST READING	710				209	209	100%
CBT READING	711	13	13	100%	1030	1030	100%
PPST WRITING	720				223	223	100%
CBT WRITING	721	13	13	100%	1006	1006	100%
PPST MATHEMATICS	730				209	209	100%
CBT MATHEMATICS	731	13	13	100%	1015	1015	100%
COMPUTERIZED PPST READING	5710	1			84	84	100%
COMPUTERIZED PPST WRITING	5720	1			94	94	100%
COMPUTERIZED PPST MATHEMATICS	5730	1			99	99	100%
<b>Professional Knowledge</b>							
PROFESSIONAL KNOWLEDGE	520				12	12	100%
PRINCIPLES LEARNING & TEACHING K-6	522	8			1198	1195	99%
PRINCIPLES LEARNING & TEACHING 5-9	523				1		
PRINCIPLES LEARNING & TEACHING 7-12	524	5			544	532	98%



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

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<b>Number of Program Completers Submitted</b>	14
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	14

<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>	<b>Statewide</b>		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Academic Content Areas</b>							
ELEM ED CURR INSTRUC ASSESSMENT	011	7			861	860	100%
ELEM ED CONTENT AREA EXERCISES	012	7			861	861	100%
ELEMENTARY ED CONTENT KNOWLEDGE	014				177	176	100%
EARLY CHILDHOOD EDUCATION	020				96	96	100%
BIOLOGY AND GENERAL SCIENCE	030	1			37	36	97%
ENGLISH LANGUAGE AND LITERATURE	040				1		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041				76	74	97%
ENG LANG LIT COMP PEDAGOGY	043				76	76	100%
MATHEMATICS	060				55	52	95%
CHEM PHYSICS AND GENERAL SCIENCE	070				6		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	1			109	106	97%
SOCIAL STUDIES: INTERPRET MATERIALS	083	1			109	108	99%
PHYSICAL EDUCATION	090	2			133	133	100%
BUSINESS EDUCATION	100				15	15	100%
MUSIC EDUCATION	110	2			87	84	97%
FAMILY AND CONSUMER SCIENCES	120				5		
FRENCH	170				4		







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

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<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	14
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	14

				<b>Statewide</b>		
<i>Type of Assessment<sup>2</sup></i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	14	14	100%	1456	1456	100%
Aggregate - Professional Knowledge	13	13	100%	1755	1740	99%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	13	13	100%	1562	1549	99%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)						
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)						
Aggregate - Performance Assessments						

<b>Summary Totals and Pass Rates<sup>5</sup></b>	14	14	100%	1780	1752	98%
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<sup>1</sup>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.

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

<sup>3</sup> Number of completers who took one or more tests in a category and within their area of specialization.

<sup>4</sup> Number who passed all tests they took in a category and within their area of specialization.

<sup>5</sup> 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**

**CENTENARY COLLEGE OF LOUISIANA**

**TEACHER PREPARATION PROGRAM ACCOUNTABILITY SURVEY  
2002-2003 Data**

**LESS THAN 10 RESPONDENTS WERE SUBMITTED;  
THEREFORE DATA WILL NOT BE  
USED.**

## APPENDIX C

### CENTENARY COLLEGE OF LOUISIANA

#### 2003-2004 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			3
MATHEMATICS			1
SCIENCE	General	1	1
	Biology	1	
	Chemistry		1
	Physics		1
	Earth		
	Environmental		
MIDDLE SCHOOL			
SPECIAL EDUCATION			
MALE	Early Childhood		
	Elementary	1	
HIGH NEED PARISHES – TEACHER PLACEMENT (Parishes: Assumption, East Feliciana, Madison, St. Helena, & Red River)			
<b>TOTAL</b>		3	7