



# LOUISIANA BOARD OF REGENTS

## 2000-2000 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

### CENTENARY COLLEGE OF LOUISIANA

#### *Message from the Commissioner:*

*In compliance with the Higher Education Act of 1998, baseline data are being released on each university in Louisiana with a teacher preparation program as part of a nationwide public accountability effort that began this year. This evaluation of teacher preparation follows earlier and on-going efforts begun in 1999 by Louisiana's Blue Ribbon Commission on Teacher Quality, a systemic reform initiative coordinated by Governor Foster, Board of Regents, and the Board of Elementary and Secondary Education. The information in this report will be used by Regents and BESE as part of a statewide effort to recruit, prepare, and retain more effective teachers throughout the state. To that end, these institutional reports will help colleges and universities, PK-16+ Councils, and PK-16+ Redesign Teams to further improve their programs. Building on this year's data, report cards will be issued on each university annually, beginning next year, to disclose institutional efforts in preparing new teachers.*

*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.

#### **Mission of University (Cont'd)**

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 1999-2000, Centenary College of Louisiana had a total enrollment of 878 undergraduate and 142 graduate students. A total of 411 students were males and 609 were females. The majority of the students were from Louisiana with a total of 669 in-state students, 189 out-of-state students, and 20 foreign students. Among students enrolled in the undergraduate program, 53 were black, 746 were white, and 79 were other races. Among students enrolled in the graduate program 36 were black, 104 were white, and 2 were other races.

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

Centenary College of Louisiana is accredited by the Southern Association of Colleges and Schools (SACS). All of the university's teacher preparation programs are approved by the Louisiana Department of Education.

#### **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 2004.

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

- 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, observing the holidays of the school for 8 hours each day for 15 weeks with a total of 600 hours of student teaching. Although the minimum number of total hours of student teaching required is 180, Centenary's students spend more than twice the minimum number of hours in the classroom and teaching.
- Because Centenary's student teachers have spent many hours prior to student teaching in the classroom with full responsibility for teaching individual lessons, 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 has begun working with a Professional Development School and will have all student teachers and methods students placed there beginning in the fall of 2001.
- Centenary's PK-16+ Council is formed and is working on the redesign of the curriculum and the creation of a teacher cadet program to attract high school students to the teaching profession.

**Teacher Preparation Program Label**

The following labels will be assigned to all teacher preparation programs in Louisiana during April 2002 in conjunction with Louisiana's new Teacher Preparation Accountability System: Exemplary, Quality, Satisfactory, At-Risk, and Low-Performing. Labels have not been assigned to universities in this institutional report.

**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 1999-2000 including all areas of teaching specialization.	27
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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 1999, Fall 1999 and/or Spring 2000.	21
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 1999, Fall 1999, and Spring 2000.	2
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 1999, Fall 1999, and Spring 2000.	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 1999, Fall 1999, and Spring 2000.	2
d. Total number of supervising faculty for the teacher preparation program during 1999-2000.	4
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 1999-2000.	40
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 1999-2000.	15
c. Total number of hours required during academic year 1999-2000 for student teaching.	600



**HEA - Title II  
1999-2000 Academic  
Year**

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*Single-Assessment Institution Level  
Pass-Rate Data: Regular Teacher  
Preparation Program*

<b>Institution Name</b>	Centenary College
<b>Institution Code</b>	6082
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	13
<b>Number of program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	13

<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	13	13	100%	1928	1918	99%
GENERAL KNOWLEDGE	510	13	13	100%	1916	1899	99%
PPST READING	710				18	15	83%
CBT READING	711				32	29	91%
PPST WRITING	720				20	16	80%
CBT WRITING	721				30	26	87%
PPST MATHEMATICS	730				22	16	73%
CBT MATHEMATICS	731				48	43	90%
<b>Professional Knowledge</b>							
PROFESSIONAL KNOWLEDGE	520	8			1415	1386	98%
PRINCIPLES LEARNING & TEACHING K-6	522	2			330	281	85%
PRINCIPLES LEARNING & TEACHING 7-12	524	3			216	183	85%
<b>Academic Content Areas</b>							
EDUCATION IN THE ELEMENTARY SCHOOL	010				694	667	96%
ELEM ED CURR INSTRUC ASSESSMENT	011	6			450	373	83%
ELEM ED CONTENT AREA EXERCISES	012	6			445	421	95%
EARLY CHILDHOOD EDUCATION	020				77	76	99%
BIOLOGY AND GENERAL SCIENCE	030				52	47	90%
ENGLISH LANGUAGE AND LITERATURE	040	1			65	56	86%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	1			66	48	73%

<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.



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<b>Number of Program Completers found, matched, and used in passing rate Calculation<sup>1</sup></b>	13

<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>							
ENG LANG LIT COMP PEDAGOGY	043	1			54	50	93%
MATHEMATICS	060				60	49	82%
CHEM PHYSICS AND GENERAL SCIENCE	070				10	6	60%
SOCIAL STUDIES	080				58	51	88%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081				68	53	78%
SOCIAL STUDIES: INTERPRET MATERIALS	083				63	51	81%
PHYSICAL EDUCATION	090	2			132	121	92%
BUSINESS EDUCATION	100				32	27	84%
MUSIC EDUCATION	110	1			62	55	89%
FRENCH	170				6		
GERMAN	180	1			1		
SPANISH	190				3		
<b>Other Content Areas</b>							
HOME ECONOMICS EDUCATION	120				14	14	100%



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**Aggregate and Summary Institution-Level  
Pass-Rate Data:  
Regular Teacher Preparation Program**

<i>Type of Assessment<sup>2</sup></i>	Statewide					
	<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	13	13	100%	1992	1957	98%
Aggregate - Professional Knowledge	13	13	100%	1961	1850	94%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	12	10	83%	1832	1627	89%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)				14	14	100%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)						
Aggregate - Performance Assessments						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	13	11	85%	2057	1795	87%

<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 pass rate.