



LOUISIANA BOARD OF REGENTS

2006-2007 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

CENTENARY COLLEGE OF LOUISIANA

Message from the Commissioner:

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The annual Board of Regents Institutional Report for the Preparation of Teachers, begun in 2002, is a fundamental component of Louisiana's nationally-recognized effort to enhance the quality of its public and private teacher education programs. Given the universally acknowledged impact of educational attainment on economic development, this report takes on even greater significance as Louisiana continues its recovery from the storms of 2005. Teacher preparation programs across Louisiana have continued to exhibit extraordinary efforts as they have addressed the emotional and academic needs of their teacher candidates. I am confident that this effort is helping to move Louisiana closer to our goal of providing a caring, competent teacher for every student in every classroom every year.

E. Joseph Savoie
Commissioner of Higher Education

Mission of the College

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

Mission of the College (Cont'd.)

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 2005, the university had a total enrollment of 904 undergraduate (12 of whom were unique guest students because of Katrina/Rita) and 140 graduate students. A total of 341 undergraduate students were males and 563 undergraduate students were females. The majority of the students were from Louisiana with a total of 558 in-state undergraduate students, 325 out-of-state undergraduate students, and 21 foreign undergraduate students. Among students enrolled in the undergraduate program, 63 were black, 751 were white, and 69 were other races. Among students enrolled in the graduate program, 21 were black, 110 were white, and 9 were other races. A total of 49 graduate students were male; 91 graduate students were female; and none were foreign students.

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). In addition, the college is pursuing accreditation by the National Council for the Accreditation of Teacher Education (NCATE); the site visit occurred in Fall 2006. The NCATE Unit Advisory Board (UAB) will review the Board of Examiners' (BOE) Report in Spring 2007. All of the college's teacher preparation programs are approved by the Board of Regents and the Louisiana Department of Education.

Notable Features and Accomplishments of Teacher Preparation Program

- Centenary is now approaching the end of six successful years of working with E.B. Williams Stoner Hill Elementary Professional Development School, five successful years of working with Youree Drive Middle Professional Development School, and four successful years of working with Byrd High

Professional Development School. Notable Features and Accomplishments of Teacher Preparation Program (Cont'd.)

Ms. Michelle Franklin, Ms. Arlene Hague, and Mr. Jerry Badgley, principals at each of these schools, respectively, have generously allowed within the walls of their schools, regular and alternative certification introductory level students, methods students, and student teachers to obtain the knowledge, skills, and dispositions necessary to becoming an effective educator. Professional Development School teachers have been extraordinarily cooperative with Centenary's teacher candidates and Centenary's professors during the past six years. Most elementary methods classes are taught at Stoner Hill in a dedicated classroom; we hope to have middle and high school methods classes taught in dedicated classrooms at Youree Drive Middle PDS and Byrd High PDS during the next school year. Dr. Karen Soul is our Elementary Professional Development School liaison, and Dr. Robert Prickett is our Middle and High School Professional Development School liaison.

- Centenary's PK-16+ Unit Advisory Council has been very active over the past five years assisting with the redesign of the curriculum, finding sources of funding, and generally supporting Centenary's effort to obtain NCATE accreditation while simultaneously assisting with the improvement of the professional development schools. An additional responsibility of the PK-16+ Unit Advisory Council is to carefully examine data collected to comprehensively evaluate the effectiveness of our program, and to make recommendations for improvement. Centenary's Department of Education is constantly reflecting upon its own performance and implementing the recommendations of the Unit Advisory Board. The Council meets approximately four times each year, holding the meetings at each PDS school and at Centenary College.
- Centenary has a Direct Honors chapter of Pi Lambda Theta, a national organization of teacher education candidates with exemplary academic achievement. These students are recognized each year at graduation by wearing honor cords representing their membership in Pi Lambda Theta.

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 2005-2006 including all areas of teaching specialization.	30
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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 2005, Fall 2005, and/or Spring 2006.	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 2005, Fall 2005, and Spring 2006.	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 2005, Fall 2005, and Spring 2006.	3
d. Total number of supervising faculty for the teacher preparation program during 2005-2006.	5
4. Student/faculty ratio for student teaching and internship experiences.	4.4:1
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2005-2006.	40
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2005-2006.	15
c. Total number of hours required during academic year 2005-2006 for student teaching.	600



LOUISIANA BOARD OF REGENTS 2006-2007 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 during 2006-07. Quantity and PRAXIS examination passage rate data have been collected and are being disseminated to the public in the *2005-06 Institutional Reports for the Preparation of Teachers* and *2006-07 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/2006>. 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
2005-2006 REGULAR AND ALTERNATE PROGRAM COMPLETERS**

UNIVERSITIES	TYPES OF PROGRAMS	TOTAL COMPLETED	NUMBER PASSED	PERCENTAGE PASSED
CENTENARY COLLEGE	HEA Title II 2005-2006 Regular Program Completers	5	5	100%
	HEA Title II 2005-2006 Alternate Program Completers	17	17	100%
	Total Number of 2005-2006 Program Completers	22	22	100%



**HEA - Title II
2004-2005 Academic Year
Regular Program Completers
Passage Rate Scores**

Institution Name	CENTENARY COLLEGE
Institution Code	6082
State	Louisiana
Number of Program Completers Submitted	5
Number of Program Completers found, matched, and used in passing rate Calculations¹	5

March 30, 2007

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				310	310	100%
CBT READING	711				14	14	100%
PPST WRITING	720				310	310	100%
CBT WRITING	721				18	18	100%
PPST MATHEMATICS	730				304	304	100%
CBT MATHEMATICS	731				16	16	100%
COMPUTERIZED PPST READING	5710	5			1063	1063	100%
COMPUTERIZED PPST WRITING	5720	5			1064	1064	100%
COMPUTERIZED PPST MATHEMATICS	5730	5			1075	1075	100%
Professional Knowledge							
EARLY CHILDHOOD EDUCATION	020				99	99	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353				52	52	100%
PRINCIPLES LEARNING & TEACHING K-6	522	4			835	833	100%
PRINCIPLES LEARNING & TEACHING 5-9	523				17	17	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	1			494	492	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542				50	50	100%



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March 30, 2007

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
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	4			912	909	100%
BIOLOGY AND GENERAL SCIENCE	030				10	10	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	1			100	98	98%
ENG LANG LIT COMP PEDAGOGY	043	1			100	100	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				4		
TECHNOLOGY EDUCATION	050				1		
MATHEMATICS: CONTENT KNOWLEDGE	061				60	59	98%
MIDDLE SCHOOL MATHEMATICS	069				4		
CHEM PHYSICS AND GENERAL SCIENCE	070				9		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081				113	113	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083				112	112	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				1		
PHYSICAL EDUCATION	090				3		
PHYSICAL ED: CONTENT KNOWLEDGE	091				105	105	100%
BUSINESS EDUCATION	100				7		
MUSIC CONTENT KNOWLEDGE	113				62	62	100%
FAMILY AND CONSUMER SCIENCES	120				5		
ART CONTENT KNOWLEDGE	133				17	17	100%



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2004-2005 Academic Year
Regular Program Completers
Passage Rate Scores**

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State	Louisiana
Number of Program Completers Submitted	5
Number of Program Completers found, matched, and used in passing rate Calculations¹	5

March 30, 2007

<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 (Cont'd.)							
FRENCH CONTENT KNOWLEDGE	173				5		
SPANISH CONTENT KNOWLEDGE	191				2		
SPEECH COMMUNICATION	220				4		
BIOLOGY CONTENT KNOWLEDGE	235				7		
MIDDLE SCHOOL SCIENCE	439				2		
AGRICULTURE	700				7		



**HEA - Title II
2004-2005 Academic Year
Regular Program Completers
Passage Rate Report**

Institution Name	CENTENARY COLLEGE
Institution Code	6082
State	Louisiana
Number of Program Completers Submitted	5
Number of Program Completers found, matched, and used in passing rate Calculations¹	5

March 30, 2007

				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	5			1405	1405	100%
Aggregate - Professional Knowledge	5			1495	1491	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	5			1440	1434	100%
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	5			1474	1464	99%

Notes:

- 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.