



LOUISIANA BOARD OF REGENTS 2000-2001 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

LOUISIANA COLLEGE

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

The mission of Louisiana College is to prepare students for a changing world by offering an educational program grounded in the liberal arts tradition, informed by the Christian faith, and committed to academic excellence.

Student Characteristics of University

During 1999-2000, Louisiana College had a total enrollment of 979 undergraduate students. A total of 406 students were males and 573 were females. The majority of the students were from Louisiana with a total of 906 in-state students, 62 out-of-state students, and 11 foreign students. Among students enrolled in the undergraduate program, 78 were black, 848 were white, and 53 were other races.

Accreditation and Approval of Teacher Preparation Program

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

Notable Features and Accomplishments of Teacher Preparation Program

- Louisiana College is a private coeducational college of liberal arts and sciences, operated under the auspices of the Louisiana Baptist Convention. Located in Pineville, it is located in the center of the state and is easily accessible from major interstates, highways, and the Alexandria International Airport.
- The college recruits highly qualified faculty who value effective teaching and learning, who are engaged in scholarly and creative activity, and who are committed to their own professional development. With its small classes, individualized instruction, empathetic advising, and personal attention, the college provides students with a quality educational experience.
- While the college strives to maintain a Christian Environment consistent with its doctrinal statement, it affirms the value of diversity within the Christian community.
- Louisiana College distributes nearly \$4 million annually in federal and state funds and private scholarships to more than 98% of its students.
- Louisiana College is ranked in the top quartile in *U.S. News and World Report's America's Best Colleges*.
- Louisiana College has been recognized for leadership in the field of character development in *The Templeton Guide: Colleges that Encourage Character Development*.

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

- Louisiana College was recognized in the 2000 issue of *America's 100 Best College Buys*.
- Louisiana College has a faculty/student ratio of 1:16.
- The freshman class of 2000 had a composite ACT score that was 17% above the state average.
- Ninety-eight percent of teacher education graduates have passed the PRAXIS (National Teacher Exam) since it was first required in 1979, and the job market for education graduates from Louisiana College remains very strong.
- Every ten years Louisiana College engages in an extensive process of self-study and peer evaluation required for reaffirmation of accreditation by the Southern Association. The College is currently conducting the SACS self-study and will be hosting a SACS reaffirmation committee during the spring 2001 semester.

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. | 17 |
|---|----|

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. | 22 |
| 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. | 6 |
| 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. | 0 |
| d. Total number of supervising faculty for the teacher preparation program during 1999-2000. | 6 |
| 4. Student/faculty ratio for student teaching and internship experiences. | 3:1 |
| 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. | 35 |
| 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. | 525 |



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

| | |
|---|-------------------|
| Institution Name | Louisiana College |
| Institution Code | 6371 |
| State | Louisiana |
| Number of Program Completers Submitted | 14 |
| Number of program Completers found, matched, and used in passing rate Calculations¹ | 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> | Statewide | | |
|-------------------------------------|-------------------------------|---------------------------------|----------------------------------|--------------------------------|---------------------------------|----------------------------------|----------------------------|
| | | | | | <i>Number Taking Assessment</i> | <i>Number Passing Assessment</i> | <i>Statewide Pass Rate</i> |
| Basic Skills | | | | | | | |
| COMMUNICATION SKILLS | 500 | 12 | 12 | 100% | 1928 | 1918 | 99% |
| GENERAL KNOWLEDGE | 510 | 12 | 12 | 100% | 1916 | 1899 | 99% |
| PPST READING | 710 | 1 | | | 18 | 15 | 83% |
| CBT READING | 711 | | | | 32 | 29 | 91% |
| PPST WRITING | 720 | 1 | | | 20 | 16 | 80% |
| CBT WRITING | 721 | | | | 30 | 26 | 87% |
| PPST MATHEMATICS | 730 | 1 | | | 22 | 16 | 73% |
| CBT MATHEMATICS | 731 | | | | 48 | 43 | 90% |
| Professional Knowledge | | | | | | | |
| PROFESSIONAL KNOWLEDGE | 520 | 7 | | | 1415 | 1386 | 98% |
| PRINCIPLES LEARNING & TEACHING K-6 | 522 | 4 | | | 330 | 281 | 85% |
| PRINCIPLES LEARNING & TEACHING 7-12 | 524 | 3 | | | 216 | 183 | 85% |
| Academic Content Areas | | | | | | | |
| EDUCATION IN THE ELEMENTARY SCHOOL | 010 | 2 | | | 694 | 667 | 96% |
| ELEM ED CURR INSTRUC ASSESSMENT | 011 | 8 | | | 450 | 373 | 83% |
| ELEM ED CONTENT AREA EXERCISES | 012 | 8 | | | 445 | 421 | 95% |
| EARLY CHILDHOOD EDUCATION | 020 | | | | 77 | 76 | 99% |
| BIOLOGY AND GENERAL SCIENCE | 030 | | | | 52 | 47 | 90% |
| ENGLISH LANGUAGE AND LITERATURE | 040 | | | | 65 | 56 | 86% |
| ENG LANG LIT COMP CONTENT KNOWLEDGE | 041 | 1 | | | 66 | 48 | 73% |

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.



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| <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 | | | | | | | |
| 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 | | | | 132 | 121 | 92% |
| BUSINESS EDUCATION | 100 | | | | 32 | 27 | 84% |
| MUSIC EDUCATION | 110 | | | | 62 | 55 | 89% |
| FRENCH | 170 | | | | 6 | | |
| GERMAN | 180 | | | | 1 | | |
| SPANISH | 190 | | | | 3 | | |
| Other Content Areas | | | | | | | |
| HOME ECONOMICS EDUCATION | 120 | | | | 14 | 14 | 100% |



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

| <i>Type of Assessment²</i> | Statewide | | | | | |
|---|---|--|--------------------------------|---|--|----------------------------|
| | <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 | 13 | 13 | 100% | 1992 | 1957 | 98% |
| Aggregate - Professional Knowledge | 14 | 14 | 100% | 1961 | 1850 | 94% |
| Aggregate - Academic Content Areas (Math, English, Biology, etc.) | 11 | 11 | 100% | 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 | | | | | | |
| Summary Totals and Pass Rates⁵ | 14 | 14 | 100% | 2057 | 1795 | 87% |

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.