

**LOUISIANA BOARD OF REGENTS
2007-2008 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS
CENTENARY COLLEGE OF LOUISIANA**

Message from the Commissioner:

Louisiana is being recognized nationally for the efforts of our universities to prepare high-quality new teachers who enter the profession prepared to address the needs of PK-12 students. All campuses are to be commended for the work they have done in the past and the work they are doing today to enhance the knowledge and skills of all new teachers. As improved student achievement continues to be a goal of all educators in Louisiana, the success of your work will continue for years to come as your well-prepared new teachers further develop their capabilities and become even more effective teachers in the future. The work you are doing is of the utmost importance, for it impacts the lives of students in Louisiana, and it impacts the economic health of our state.

*E. Joseph Savoie
Commissioner of Higher Education*

Mission of 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 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

Mission of College (Cont'd)

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 College

During Fall 2006, the college had a total enrollment of 903 undergraduate and 114 graduate students. A total of 409 students were males and 608 were females. The majority of the students were from Louisiana with a total of 629 in-state students, 360 out-of-state students, and 28 foreign students. Among students enrolled in the undergraduate program, 71 were black, 736 were white, and 96 were other races. Among students enrolled in the graduate program, 14 were black, 92 were white, and 6 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). In addition, the college is accredited by the National Council for the Accreditation of Teacher Education (NCATE). All of the college's teacher preparation programs are approved by the Louisiana Board of Regents and the Louisiana Department of Education.

Notable Features and Accomplishments of Teacher Preparation Program

- Centenary is now approaching the end of seven successful years of working with E.B. Williams Stoner Hill Elementary Professional Development School, six successful years of working with Youree Drive Middle Magnet Professional Development School, and five successful years of working with Byrd High School.
- Ms. Michelle Franklin, Mr. Victor Maniero, 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 effective educators. Professional Development School teachers have been extraordinarily cooperative with Centenary's teacher candidates and Centenary's professors during the past seven

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

years. Elementary methods classes are taught at Stoner Hill in a dedicated classroom.

- Centenary’s PK-16+ Unit Advisory Council has been active over the past seven 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 three times each year, holding the meetings 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.
- Centenary is particularly proud of its nationally recognized elementary education teacher preparation programs. In May of 2007, Centenary’s graduate and undergraduate elementary education teacher preparation programs met all standards of the Association for Childhood Education International (ACEI) for the first time in the history of the college. This national recognition is retained through the 2011-2012 academic year, the year of the next scheduled NCATE accreditation visit. National recognition by ACEI confirms the exceptionally high quality of these programs.

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 2006-2007 including all areas of teaching specialization.	21
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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 2006, Fall 2006, and/or Spring 2007.	21
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education	8
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2006, Fall 2006, and Spring 2007.	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 2006, Fall 2006, and Spring 2007.	0
d. Total number of supervising faculty for the teacher preparation program during 2006-2007.	8
4. Student/faculty ratio for student teaching and internship experience	2.6:1
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2006-2007.	40
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2006-2007.	15
c. Total number of hours required during academic year 2006-2007 for student teaching.	600



LOUISIANA BOARD OF REGENTS 2007-2008 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. Quantity and PRAXIS examination passage rate data have been collected and are being disseminated to the public in the *2005-06, 2006-07, and 2007-08 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/2007>. 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
2006-2007 REGULAR AND ALTERNATE PROGRAM COMPLETERS**

UNIVERSITY	TYPES OF PROGRAMS	TOTAL COMPLETED	NUMBER PASSED	PERCENTAGE PASSED
CENTENARY COLLEGE	HEA Title II 2006-2007 Regular Program Completers	10	10	100%
	HEA Title II 2006-2007 Alternate Program Completers	11	11	100%
	Total Number of 2006-2007 Program Completers	21	21	100%



**HEA - Title II
2006-2007 Academic Year**

Institution Name	CENTENARY COLLEGE
Institution Code	6082
State	Louisiana
Number of Program Completers Submitted	10
Number of Program Completers found, matched, and used in passing rate Calculations¹	10

March 30, 2008

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	3			328	328	100%
PPST WRITING	720	3			340	340	100%
PPST MATHEMATICS	730	3			335	335	100%
COMPUTERIZED PPST READING	5710	7			1020	1020	100%
COMPUTERIZED PPST WRITING	5720	7			1011	1011	100%
COMPUTERIZED PPST MATHEMATICS	5730	7			1020	1020	100%
Professional Knowledge							
EARLY CHILDHOOD EDUCATION	020				184	184	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353				51	51	100%
PRINCIPLES LEARNING & TEACHING K-6	522	8			699	699	100%
PRINCIPLES LEARNING & TEACHING 5-9	523				53	53	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	2			488	484	99%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542				37	37	100%
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	5			847	841	99%
BIOLOGY AND GENERAL SCIENCE	030				2		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041				92	91	99%
ENG LANG LIT COMP PEDAGOGY	043				92	92	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				10	10	100%
MATHEMATICS	060				1		
MATHEMATICS: CONTENT KNOWLEDGE	061				55	55	100%
MIDDLE SCHOOL MATHEMATICS	069				13	13	100%
CHEM PHYSICS AND GENERAL SCIENCE	070				2		



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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							
SOCIAL STUDIES: CONTENT KNOWLEDGE	081				119	119	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083				118	118	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				12	12	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091				107	107	100%
BUSINESS EDUCATION	100				11	11	100%
MUSIC EDUCATION	110				1		
MUSIC CONTENT KNOWLEDGE	113	5			81	80	99%
FAMILY AND CONSUMER SCIENCES	120				6		
ART CONTENT KNOWLEDGE	133				30	29	97%
FRENCH CONTENT KNOWLEDGE	173				5		
SPANISH CONTENT KNOWLEDGE	191				7		
SPEECH COMMUNICATION	220				7		
BIOLOGY CONTENT KNOWLEDGE	235				23	23	100%
CHEMISTRY CONTENT KNOWLEDGE	245				2		
GENERAL SCI CONTENT KNOWLEDGE	435				4		
MIDDLE SCHOOL SCIENCE	439				15	15	100%
AGRICULTURE	700				2		



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March 30, 2008

<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	Statewide		
				<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	10	10	100%	1361	1361	100%
Aggregate - Professional Knowledge	10	10	100%	1471	1467	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	10	10	100%	1454	1443	99%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)						
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	10	10	100%	1429	1416	99%

Footnotes:

¹The 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.

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

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

⁵Summary 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.