

**LOUISIANA BOARD OF REGENTS
2009-2010 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS
CENTENARY COLLEGE OF LOUISIANA**

Message from the Commissioner:

I would like to congratulate all of our campuses for their hard work to prepare effective new teachers. It is rewarding to find that we have some universities who are preparing new teachers in specific content areas whose students demonstrate as much or more growth in achievement than students taught by experienced teachers as measured by our Value-Added Teacher Preparation Assessment. We anticipate that more universities will have similar findings once they receive the results for their redesigned programs for the first time during summer 2010. Our teacher preparation programs are also to be commended for the outreach that they have provided to students and teachers in schools that surround their universities. These efforts help to strengthen the lives of children both within and outside the school environment

*Sally Clausen
Commissioner of Higher Education*

Mission of College

Centenary is a selective liberal arts college offering undergraduate programs and limited number of graduate 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 College

During Fall 2008, the university had a total enrollment of 839 undergraduate and 69 graduate students. A total of 460 students were males and 479 were females. The majority of the students were from Louisiana with a total of 470 in-state students, 344 out-of-state students, and 26 foreign students. Among students enrolled in the undergraduate program, 64 were black, 685 were white, and 90 were other races. Among students enrolled in the graduate program, 9 were black, 57 were white, and 3 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 university'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

- After completing a review of Centenary's assessment system, the NCATE Board of Examiners noted, "Special congratulations are in order because the Unit Accreditation Board has cited no official areas for improvement relative to Standard 2 [Assessment] at the initial teacher preparation level."
- Dr. Karen Soul from the Department of Education was awarded tenure and promotion to Associate Professor.
- Dr. Karen Soul presented a workshop entitled *Teacher Advocacy: Moving Beyond Ambivalence* at the Association for Childhood Education International (ACEI) Annual International Conference and Exhibition in Chicago.

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

- Drs. Robert Prickett & Mary Margaret Webber were funded in full by the Associated Colleges of the South - Andrew W. Mellon Faculty Renewal Program to develop an experiential, multidisciplinary course, entitled “The Chinese American Experience.”
- Lori Lusted, a graduating Music Education major, was awarded the David Vroonland award for outstanding secondary and K-12 education candidate.
- Ms. Kristin Baba, a graduating Elementary Education major, was awarded the Hallquist Award for outstanding senior in elementary education.

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 2008-2009 including all areas of teaching specialization.	19
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 2008, Fall 2008, and/or Spring 2009.	20
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full-time faculty in professional education.	3

Teacher Preparation Program Data (Cont'd)

3. Supervising faculty for supervised student teaching and internship experiences. (Cont'd.)	
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2008, Fall 2008, and Spring 2009.	1
c. Number of appointed part-time faculty in professional education, not otherwise employed by the institution, who supervised student teaching/internship experiences during Summer 2008, Fall 2008, and Spring 2009.	1
d. Total number of supervising faculty for the teacher preparation program during 2008-2009.	3
4. Student/faculty ratio for student teaching and internship experiences.	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 2008-2009.	40
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2008-2009.	15
c. Total number of hours required during academic year 2008-2009 for student teaching.	600



LOUISIANA BOARD OF REGENTS

2009-2010 TEACHER PREPARATION ACCOUNTABILITY SYSTEM

OVERVIEW

In compliance with the Higher Education Opportunity 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 was assessed and the *institutional performance* of each university was examined based upon passage rates on the *Praxis* and survey data from new teachers (who rated their teacher preparation programs on the extent to which the programs prepared the new teachers to address the state standards for teachers). The accountability system was created to include additional factors in the future that would examine growth of achievement of students taught by new teachers and perceptions of mentors of new teachers about the programs that prepared the new teachers. The purpose of the accountability system was to clearly demonstrate to the public that all universities and colleges in Louisiana were working diligently to produce quality teachers who worked 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. Institutional data, quantity data, and PRAXIS examination passage rate data have been collected and disseminated to the public in the 2005-06, 2006-07, 2007-08, 2008-09, and 2009-2010 *Institutional Reports for the Preparation of Teachers*. These reports can be found on the Board of Regents web site at: <http://www.regents.state.la.us/Academic/TE/instreports.htm>.

During 2003-2010, a Value-Added Teacher Preparation Assessment Model has been piloted that links growth of achievement of children taught by new teachers to the universities that prepared the new teachers. Initial results were released to the public during October 2007, December 2008, and August 2009. During 2009-10, the value-added model will be integrated into the Teacher Preparation Accountability System, and the revised Teacher Preparation Accountability System will be piloted during 2009-2010.

**QUANTITY OF PROGRAM COMPLETERS AND
SUMMARY OF HEA TITLE II PRAXIS EXAMINATION PASSAGE RATES
2008-2009 REGULAR AND ALTERNATE PROGRAM COMPLETERS**

UNIVERSITY	TYPES OF PROGRAMS	TOTAL COMPLETED	NUMBER PASSED	PERCENTAGE PASSED
CENTENARY COLLEGE	HEA Title II 2008-2009 Regular Program Completers	9	9	100%
	HEA Title II 2009-2009 Alternate Program Completers	10	10	100%
	Total Number of 2008-2009 Program Completers	19	19	100%



HEA - Title II 2008-2009 Academic Year

Institution Name	CENTENARY COLLEGE
Institution Code	6082
State	Louisiana
Number of Program Completers Submitted	9
Number of Program Completers found, matched, and used in passing rate Calculations¹	9

April 24, 2010

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				178	178	100%
PPST WRITING	720				192	192	100%
PPST MATHEMATICS	730				184	184	100%
COMPUTERIZED PPST READING	5710	5			680	680	100%
COMPUTERIZED PPST WRITING	5720	5			670	670	100%
COMPUTERIZED PPST MATHEMATICS	5730	5			673	673	100%
Professional Knowledge							
EARLY CHILDHOOD EDUCATION	020				96	96	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353				68	68	100%
PRINCIPLES LEARNING & TEACHING ERLY CHLD	521				118	118	100%
PRINCIPLES LEARNING & TEACHING K-6	522	6			550	550	100%
PRINCIPLES LEARNING & TEACHING 5-9	523				55	55	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	2			426	425	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542				43	43	100%
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	4			769	768	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041				97	97	100%
ENG LANG LIT COMP PEDAGOGY	043				97	97	100%



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					Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Academic Content Areas							
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				11	11	100%
MATHEMATICS: CONTENT KNOWLEDGE	061				31	30	97%
MIDDLE SCHOOL MATHEMATICS	069				25	25	100%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081				81	81	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083				81	81	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				13	13	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091				93	93	100%
BUSINESS EDUCATION	100				11	11	100%
MUSIC CONTENT KNOWLEDGE	113	4			75	75	100%
FAMILY AND CONSUMER SCIENCES	120				1		
ART CONTENT KNOWLEDGE	133				29	29	100%
FRENCH CONTENT KNOWLEDGE	173				4		
SPANISH CONTENT KNOWLEDGE	191				6		
SPEECH COMMUNICATION	220				4		
BIOLOGY CONTENT KNOWLEDGE	235				20	20	100%
CHEMISTRY CONTENT KNOWLEDGE	245				3		
PHYSICS CONTENT KNOWLEDGE	265				1		
GENERAL SCI CONTENT KNOWLEDGE	435				1		
MIDDLE SCHOOL SCIENCE	439				17	17	100%
AGRICULTURE	700				12	12	100%



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April 24, 2010

<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	5			872	872	100%
Aggregate - Professional Knowledge	8			1313	1312	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	8			1304	1302	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	9			1273	1270	100%

- 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.