



LOUISIANA BOARD OF REGENTS

2003-2004 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

LOUISIANA COLLEGE

Message from the Commissioner:

The following institutional report represents a critical component of the education community's effort to improve our state's teacher education programs at both public and private universities. This annual report is intended to keep Louisiana's citizens informed about the quality of our teacher preparation. In 2002, the first factor used in our accountability program was released – student passage rates on the teacher certification examination (PRAXIS). Last year, the formula was expanded to make the scores an even more meaningful catalyst for continued reform. As was the case last year, the scores have been calculated using a weighted formula that takes into account each institution's regular and alternate certification completer rate (with extra points for completers who meet definitions for identified shortage areas), the PRAXIS examination passage rate, and the score on a survey measuring completer satisfaction. Teacher preparation accountability is just one of the many benefits Louisiana is reaping from partnerships that have been created between universities and school districts to recruit, prepare, and retain teachers. Our goal is to provide every child in Louisiana caring and qualified teachers in every class every year – to ensure that truly no child is left behind.

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 Fall 2002, the university had a total enrollment of 1,161 undergraduate and no graduate students. A total of 482 students were males and 679 were females. The majority of the students were from Louisiana with a total of 1,068 in-state students, 81 out-of-state students, and 12 foreign students. Among students enrolled in the undergraduate program 96 were black and 1,021 were white.

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 Board of Elementary and Secondary 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 in the center of the state and easily accessible from major interstates, highways, and the Alexandria International Airport.
- Louisiana College teacher education graduates excel in passing the PRAXIS (National Teacher Exam). Ninety-eight percent of them have passed the test since it was first required in Louisiana during 1979. The job market for education graduates from Louisiana College remains very strong.
- Louisiana College has been recognized for having four teacher preparation graduates who have achieved National Certification.
- 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 education experience.
- Louisiana College offers a Practitioner Teacher Program called TEACH for non-certified teachers with a bachelor's degree, a 2.5 grade point average, appropriate PRAXIS scores, and employment in the area of certification. The 21-30 hour program is designed for those who wish to participate in an intensive summer program, seminars during the fall and spring, and an internship while working full time as a teacher in a school.

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

- Louisiana College offers a Practitioner Teacher Program called TEACH for non-certified teachers with a bachelor’s degree, a 2.5 grade point average, appropriate PRAXIS scores, and employment in the area of certification. The 21-30 hour program is designed for those who wish to participate in an intensive summer program, seminars during the fall and spring, and an internship while working full time as a teacher in a school.
- Louisiana College distributes nearly \$4 million annually in federal and state funds and private scholarships to more than 90% of its students.
- Louisiana College is one of the most recognized colleges in the south. Louisiana College was ranked 20th under Comprehensive Colleges – Bachelor’s (Southern Region) in the 2003 issue of U.S. News and World Report’s America’s Best Colleges.
- The Louisiana College Teacher Education Department recently wrote a 1200 page curriculum entitled “The Heart of Spain”. It connects Spanish history and influence with Spain’s. The curriculum has been used internationally and is now being looked at for use by the government of Spain.
- The Christian faculty is noted for the personal attention it pays to individual students in small classes.
- Louisiana College was recently recognized for leadership in the field of student character development in The Templeton Guide: Colleges that Encourage Character Development. Louisiana College is profiled in the Faculty and Curriculum Programs section for its Values Program.
- Louisiana College was recognized in the 2002-2003 issue of America’s 100 Best Christian Colleges.

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 2002-2003 including all areas of teaching specialization.	69
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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 2002, Fall 2002, and/or Spring 2003.	72
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 2002, Fall 2002, and Spring 2003.	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 2002, Fall 2002, and Spring 2003.	4
d. Total number of supervising faculty for the teacher preparation program during 2002-2003.	12
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 2002-2003.	35
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2002-2003.	15
c. Total number of hours required during academic year 2002-2003 for student teaching.	525

LOUISIANA BOARD OF REGENTS 2003-2004 TEACHER PREPARATION ACCOUNTABILITY SYSTEM

LOUISIANA COLLEGE

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 the second phase (which began in 2002), 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' examination (PRAXIS) and ratings by teachers of their satisfaction with their teacher preparation programs) are being assessed. In the future, additional factors will be assessed to examine such areas as: ratings of programs by first year teachers' mentors; retention of teachers after three years of teaching; and university-district partnerships. The purpose of this accountability system is to clearly demonstrate to the public that all universities and colleges in the State are working diligently to produce quality teachers who work effectively with PK-12 students.

I. INSTITUTIONAL PERFORMANCE INDEX

A. Grade Performance of 2002-2003 Regular and Alternate Certification Program Completers on Certification Index (Percentage of students who passed the PRAXIS examination)

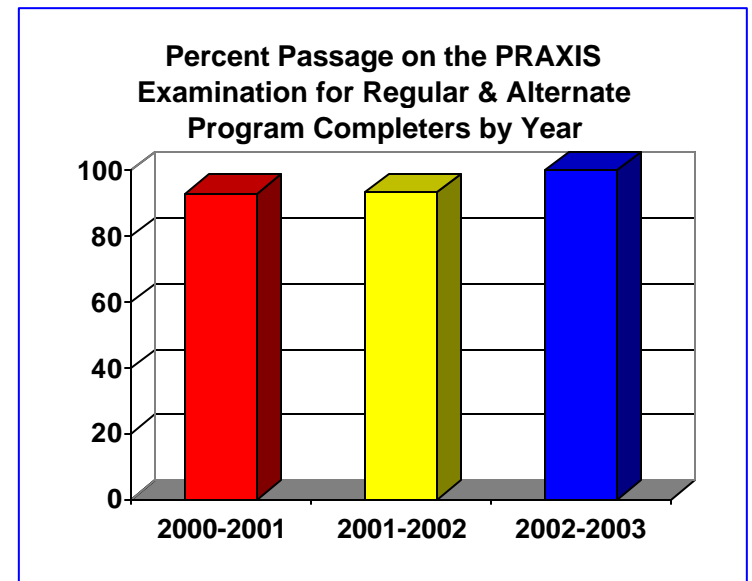
Grade: A+
PRAXIS Passage Rate: 100%
Scaled Score: 136

This is a difference of 6.7% when compared to the 93.3% passage rate of 2001-2002 regular and alternate certification program completers on the PRAXIS examinations.

The following scale was used to determine passage rate grades:

A+	=	98%-100% Passage Rate
A	=	92%-97% Passage Rate
B	=	86%-91% Passage Rate
C	=	80%-85% Passage Rate
below C	=	below 80% Passage Rate

See Appendix A for a breakdown of scores.



Louisiana College (Continued)

I. INSTITUTIONAL PERFORMANCE INDEX (continued)

B. Grade for Ratings of 2002-2003 Program Completers on Graduate Satisfaction Survey

Grade: A

Mean Score of Survey Respondents: 123.2 over 2 year(s)

Total Number of Survey Respondents: 20

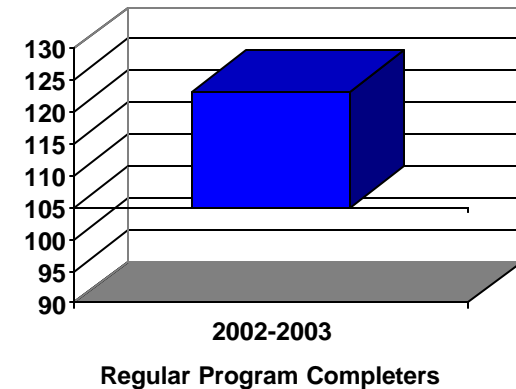
Respondents' Scaled Score: 115

The following scale was used to determine grades for mean responses on surveys:

A+	=	128 & above
A	=	117.0 – 127.9
B	=	107.0 – 116.9
C	=	93.0 – 106.9
below C	=	below 93.0

See Appendix B for a breakdown of scores. Scaled scores are not assigned for institutions with fewer than 10 survey respondents over 2 years.

New Teachers' Mean Scores on Satisfaction Surveys



II. QUANTITY INDEX

Grade for Quantity Score

Grade: A+

Quantity Score: 62.5

Baseline Score: 14

Percentage of Difference: 346.4%

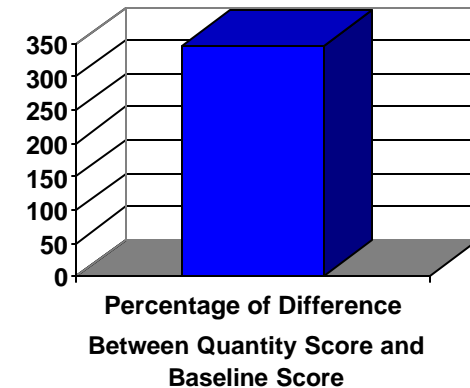
Scaled Score: 140

The following scale was used to determine quantity grades based upon percentage of difference between the 2002-2003 Quantity Score and Baseline Score:

A+	=	+15% and above
A	=	+5% to +14% difference
B	=	-3% to +4% difference
C	=	-4% to -15% difference
below C	=	-16% and greater difference

See Appendix C for a breakdown of scores.

Quantity of 2002-2003 Regular & Alternate Program Completers



Louisiana College (Continued)

III. TEACHER PREPARATION PERFORMANCE SCORE AND LABEL

A. Teacher Preparation Performance Score	=	$(\text{Institutional Performance Index} + \text{Quantity Index}) \div 2$
	=	$\{([\text{Certification Scaled Score} \times .875] + [\text{Graduate Satisfaction Scaled Score} \times .125]) + \text{Quantity Scaled Score}\} \div 2$
	=	$\{([136 \times .875] + [115 \times .125]) + 140\} \div 2$
	=	$(133.4 + 140) \div 2$
	=	$273.4 \div 2$
	=	136.7

Note: The Graduate Satisfaction Survey has been given a weight of .125 instead of .25 due to the fact that only the regular program completers' data were used. Future accountability cycles will use surveys administered to both regular and alternate program completers.

Note: The Institutional Performance Index is computed using only PRAXIS passage rate data for institutions with fewer than 10 survey respondents over 2 years.

B. Teacher Preparation Performance Label	=	Exemplary
The following scale was used to assign the label:		
Exemplary Teacher Preparation Program	=	Teacher Preparation Performance Score of 125.0 and above
High Performing Teacher Preparation Program	=	Teacher Preparation Performance Score of 100.0 – 124.9
Satisfactory Teacher Preparation Program	=	Teacher Preparation Performance Score of 80.0 – 99.9
At-Risk Teacher Preparation Program	=	Teacher Preparation Performance Score of 50.0 – 79.9
Low Performing Teacher Preparation Program	=	Teacher Preparation Performance Score of 0 – 49.9

APPENDIX A

LOUISIANA COLLEGE

PRAXIS EXAMINATION

**PASSAGE RATE REPORTS FOR INDIVIDUAL SUBTESTS
2002-2003 PROGRAM COMPLETERS**

	NUMBER PASSED	TOTAL NUMBER	PERCENTAGE PASSED
2002-2003 Regular Program Completers	16	16	100%
2002-2003 Alternate Program Completers	33	33	100%
Total	49	49	100%



**HEA - Title II
2002-2003 Academic Year
Regular Program
Completers
Passage Rate Report**

Institution Name	LOUISIANA COLLEGE
Institution Code	6371
State	Louisiana
Number of Program Completers Submitted	16
Number of Program Completers found, matched, and used in passing rate Calculations¹	16

<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	2			122	122	100%
GENERAL KNOWLEDGE	510	2			119	119	100%
PPST READING	710	1			209	209	100%
CBT READING	711	4			1030	1030	100%
PPST WRITING	720	1			223	223	100%
CBT WRITING	721	4			1006	1006	100%
PPST MATHEMATICS	730	1			209	209	100%
CBT MATHEMATICS	731	4			1015	1015	100%
COMPUTERIZED PPST READING	5710	1			84	84	100%
COMPUTERIZED PPST WRITING	5720	1			94	94	100%
COMPUTERIZED PPST MATHEMATICS	5730	1			99	99	100%
Professional Knowledge							
PROFESSIONAL KNOWLEDGE	520				12	12	100%
PRINCIPLES LEARNING & TEACHING K-6	522	9			1198	1195	99%
PRINCIPLES LEARNING & TEACHING 5-9	523				1		
PRINCIPLES LEARNING & TEACHING 7-12	524	6			544	532	98%



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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							
ELEM ED CURR INSTRUC ASSESSMENT	011	9			861	860	100%
ELEM ED CONTENT AREA EXERCISES	012	9			861	861	100%
ELEMENTARY ED CONTENT KNOWLEDGE	014				177	176	100%
EARLY CHILDHOOD EDUCATION	020				96	96	100%
BIOLOGY AND GENERAL SCIENCE	030				37	36	97%
ENGLISH LANGUAGE AND LITERATURE	040				1		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041				76	74	97%
ENG LANG LIT COMP PEDAGOGY	043				76	76	100%
MATHEMATICS	060	2			55	52	95%
CHEM PHYSICS AND GENERAL SCIENCE	070				6		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081				109	106	97%
SOCIAL STUDIES: INTERPRET MATERIALS	083				109	108	99%
PHYSICAL EDUCATION	090	3			133	133	100%
BUSINESS EDUCATION	100				15	15	100%
MUSIC EDUCATION	110				87	84	97%
FAMILY AND CONSUMER SCIENCES	120				5		
FRENCH	170				4		



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2002-2003 Academic Year
Regular Program
Completers
Passage Rate Report**

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Institution Code	6371
State	Louisiana
Number of Program Completers Submitted	16
Number of Program Completers found, matched, and used in passing rate Calculations¹	16

				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	8			1456	1456	100%
Aggregate - Professional Knowledge	15	15	100%	1755	1740	99%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	14	14	100%	1562	1549	99%
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	16	16	100%	1780	1752	98%
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- 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.
- 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.

***HEA - Title II
2002-2003 Academic Year
Alternate Certification Program Completers
Passage Rate Reports have not yet
been provided to states by
the Educational Testing Service.***

APPENDIX B

LOUISIANA COLLEGE

TEACHER PREPARATION PROGRAM ACCOUNTABILITY SURVEY 2002-2003 Data

total number of cases = 20

Mean Total Survey Score (adjusted) = 123.2*

Item Scores by Question

	mean by item	number of responses			
		strongly disagree	disagree	agree	strongly agree
Planning					
1. Specify learning objectives in terms of clear, concise student outcomes.	3.8	0	0	4	16
2. Plan a series of activities that help my students achieve those objectives.	3.7	0	1	4	15
3. Successfully identify individual student differences in the context of a whole class.	3.45	0	1	9	10
4. Implement accommodations for individual student differences.	3.45	0	1	9	10
Instruction					
5. Consistently stimulate and encourage higher order thinking at the appropriate developmental levels.	3.65	0	1	5	14
6. Identify a variety of lesson materials, in addition to traditional classroom materials.	3.65	0	0	7	13
7. Integrate a variety of materials to achieve lesson objectives.	3.6	0	1	6	13
8. Change or adjust a lesson to respond to my students' outcomes.	3.65	0	0	7	13
9. Use both short-term and long-term evaluation methods to measure my student outcomes.	3.4	0	0	12	8

* As written, the survey contains 35 items. Technical difficulties with administration caused items 14 and 35 not to be administered in 2002-2003; data for those items represent responses from the 2001-2002 survey only. The final score represents an adjustment to the 33-item mean to represent its equivalent out of 35 items for the 2002-2003 survey year. This was necessary in order to convert the survey scores to scaled scores and to merge scores for the two years of data reported for the accountability system.

10. Implement teacher-directed or student-centered activities that result in student learning.	3.55	0	1	7	12
11. Successfully plan for individual student differences in the context of a whole class.	3.4	0	1	10	9
12. Open, develop, and close a lesson effectively.	3.7	0	0	6	14
13. Integrate technology into my lessons.	3.3	0	3	8	9
14. Successfully present content at a developmentally appropriate level.	3.67	0	0	4	8
15. Effectively use appropriate formal and informal assessment techniques.	3.45	0	0	11	9
16. Provide timely feedback to my students.	3.7	0	0	6	14
17. Produce evidence of student academic growth.	3.55	0	0	9	11
18. Employ effective teaching practices as modeled by faculty.	3.6	0	1	6	13
Instruction					
19. Relate examples, real-life situations, or current events to the content being taught.	3.7	0	0	6	14
20. Teach in one or more subject areas.	3.6	0	1	6	13
21. Communicate effectively with students.	3.6	0	0	8	12
22. Encourage participation from all students.	3.7	0	0	6	14
23. Monitor the ongoing performance of students.	3.6	0	0	8	12
Management					
24. Facilitate learning by organizing available space, materials, and equipment.	3.21	0	1	13	5
25. Maintain a positive learning environment.	3.6	0	0	8	12
26. Create a routine and manage transitions in a way that maximizes the time available for learning.	3.45	0	1	9	10
27. Manage and adjust my time to ensure that learning objectives are met.	3.55	0	0	9	11
28. Clearly communicate my expectations for appropriate behavior to my students.	3.74	0	0	5	14
29. Monitor and respond to appropriate student behavior in an effective way.	3.5	0	0	10	10
30. Monitor and respond to inappropriate student behavior in an effective way.	3.4	0	1	10	9

School Improvement					
31. Encourage parents/caregivers to become active partners in their children's education and become involved in school/classroom activities.	3.1	0	2	14	4
32. Provide clear and timely information to parents/caregivers regarding classroom expectations, student progress, and ways they can assist learning.	3.15	0	1	15	4
33. Collaboratively and effectively work with colleagues.	3.45	0	0	11	9
34. Understand the importance of and plan for professional development.	3.3	0	2	10	8
Overall		poor			Excellent
Overall, how would you rate the effectiveness of your teacher preparation program in preparing you to improve student learning?	3.75	0	0	3	9

APPENDIX C

LOUISIANA COLLEGE

2003-2004 CALCULATION OF QUANTITY INDEX

BASELINE SCORE

A Baseline Score has been established for each individual teacher preparation program in Louisiana. The Baseline Score is the total number of regular and alternate program completers that completed teacher preparation programs between the dates of July 1, 2000 – June 30, 2001.

QUANTITY SCORE

A. 2002-2003 PROGRAM COMPLETERS

One-point is assigned to every regular and alternate program completer that completed teacher preparation programs between the dates of July 1, 2002 – June 30, 2003.

B. BONUS POINTS

In addition, one-half a point is assigned to every 2002-2003 regular and alternate program completer that met the criteria for each of the following teacher shortage areas.

Teacher Shortage Areas		# Regular Program Completers	# Alternate Program Completers
MINORITIES		1	6
MATHEMATICS		2	1
SCIENCE	General		4
	Biology		4
	Chemistry		
	Physics		
	Earth		
	Environmental		
MIDDLE SCHOOL			
SPECIAL EDUCATION		2	6
MALE	Early Childhood		
	Elementary		1
HIGH NEED PARISHES – TEACHER PLACEMENT (Parishes: Assumption, East Feliciana, Madison, St. Helena, & Red River)			
TOTAL		5	22