



LOUISIANA BOARD OF REGENTS

2004-2005 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS

OUR LADY OF HOLY CROSS COLLEGE

Message from the Commissioner:

This annual institutional report is part of a comprehensive, cooperative effort by Louisiana's entire education community – postsecondary education and elementary and secondary stakeholders alike - to ensure that Louisiana's public and private teacher education programs are of the highest quality, and to keep Louisiana's citizens informed about this critically-important enterprise. In 2002, the first year of our accountability program, student passage rates on the teacher certification examination (PRAXIS) were the sole criteria. In 2003 the formula was expanded to make the scores even more indicative of program quality. Scores are 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. Our goal with this reporting system is to help ensure that Louisiana's colleges and universities are producing qualified, effective, caring teachers for all of our students.

E. Joseph Savoie
Commissioner of Higher Education

Mission of University

The mission of Our Lady of Holy Cross College (OLHCC) is to participate in the teaching mission of the Catholic Church in the spirit of the Marianites of Holy Cross by educating the minds and hearts of its students through dedicated and creative teaching for responsible service to the human family; by seeking truth, goodness, and beauty through critical thinking, dialog, and research, and by serving the community through effective stewardship and generous sharing of its time, talents, treasures, as well as its spiritual and material resources.

Student Characteristics of University

During Fall 2003, the university had a total enrollment of 1318 undergraduate and 181 graduate students. A total of 446 students were males and 1,053 were females. The majority of the students were from Louisiana with a total of 1487 in-state students, 12 out-of-state students, and 0 foreign students. Among students enrolled in the undergraduate program, 201 were black, 896 were white, and 103 were other races. Among students enrolled in the graduate program, 61 were black, 148 were white, and 11 were other races. Additionally, a number of students in both programs refused to declare race.

Accreditation and Approval of Teacher Preparation Program

The university is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). In addition, the university 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

- The most important event of the past year was undergoing the NCATE accreditation process. After three years of data gathering and preparation by every member of the Education faculty, both graduate and undergraduate, chaired by Dr. Myles Seghers, the site visit was completed in April of 2004, and full approval for accreditation of our educational programs has been granted. Additionally, the OLHCC Education Division's conceptual framework was chosen by NCATE as a model framework and was placed on the NCATE website for others to view and reference. Our faculty was honored to have this occur.

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

- We received a rating of *Exemplary* on our state report card, and then received a \$5,000 Performance Reward grant for this high rating. These funds will be used in late March for an overnight faculty retreat with a consultant on how to better prepare our students for the PRAXIS II examinations. Our mission here at OLHCC is to "...stand with the excluded..."; therefore, we take in students of varying calibers but must also be armed with the appropriate support services to ensure their success. Our goal is to improve our own skills in preparing our teacher candidates for the PRAXIS II exam.
- The faculty of OLHCC continues to work with our professional development schools (PDS), which are Hart and Estelle Elementary schools. A reading clinic has been placed at each site, and our plan is for a mathematics clinic to begin at one of the sites in the fall of 2005. A grant has also been written for 2005-06 to further develop their teachers in mathematics content and pedagogy in collaboration with the School Leadership Center of Greater New Orleans.
- In the 2003-2004 year, the education faculty continued to work with 12 (twelve) schools through the LINCS program. Two of these schools were our PDS schools: Hart and Estelle. The goal was to reinforce mathematics content and pedagogy of their mathematics teachers, and was a most successful venture with each of the Jefferson Parish schools that our faculty worked with.
- A PK-16+ meeting was held in the fall of 2004 once the rough drafts of our redesigned graduate programs were prepared. The C&I Team and the Educational Leadership Team each produced names of individuals in the community who could be helpful in providing feedback on the work that had been accomplished to that point. The two Teams had worked over a series of approximately ten (10) meetings beginning in May of 2004 to map, assess, and align our new curricula according the NCATE/ELSS standards, SREB guidelines and modules, the Louisiana Principalship Standards and the ISLLC standards upon which the new educational administration PRAXIS is based.

Teacher Preparation Program Data

1. Total number of students formally admitted to the regular teacher preparation program and enrolled in one or more courses during academic year 2003-2004 including all areas of teaching specialization. 209

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 2003, Fall 2003, and/or Spring 2004. 43
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 2003, Fall 2003, and Spring 2004. 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 2003, Fall 2003, and Spring 2004. 0
 - d. Total number of supervising faculty for the teacher preparation program during 2003-2004. 2
4. Student/faculty ratio for student teaching and internship experiences. 21:1
5. Student participation in student teaching.
 - a. Average number of hours per week required of student participation in supervised student teaching during academic year 2003-2004. 40
 - b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2003-2004. 14
 - c. Total number of hours required during academic year 2003-2004 270+ for student teaching.

**LOUISIANA BOARD OF REGENTS
2004-2005 TEACHER PREPARATION ACCOUNTABILITY SYSTEM**

Our Lady of Holy Cross 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 (2002-2004), 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 2003-2004 Regular and Alternate Certification Program Completers on Certification Index
(Percentage of students who passed the PRAXIS examination)**

Grade: A+

PRAXIS Passage Rate: 100%

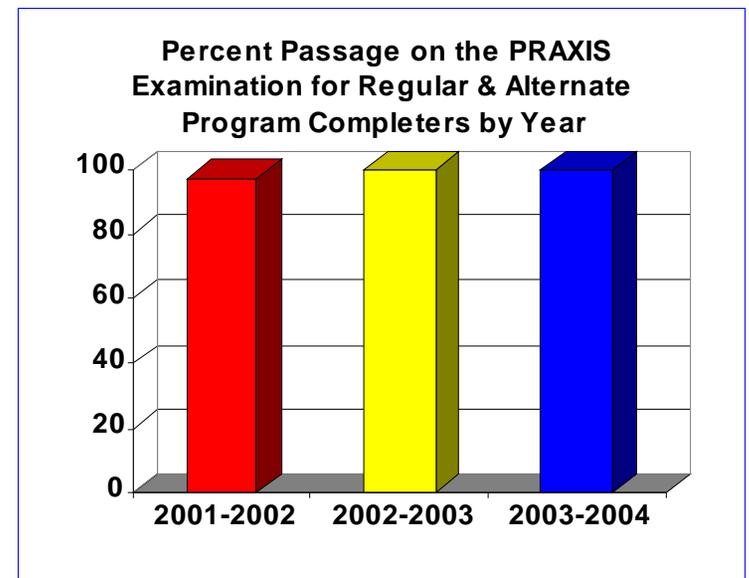
Scaled Score: 136

The 2003-2004 PRAXIS passage rate has changed by 3% from the 2001-2002 rate of 97% and 0% from the 2002-2003 rate of 100%.

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.



Our Lady of Holy Cross 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: 127.13 over 1 year

Total Number of Survey Respondents: 22

Respondents' Scaled Score: 123

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.

II. QUANTITY INDEX

Grade for Quantity Score (See Appendix C for a breakdown of scores.)

Grade: B

Quantity Score: 48

Baseline Score: 41

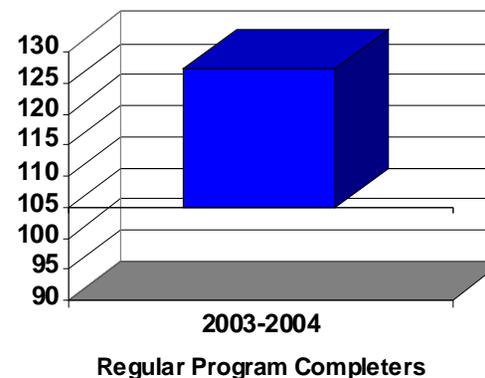
Percent Difference from Baseline: 1.71%

Scaled Score: 91

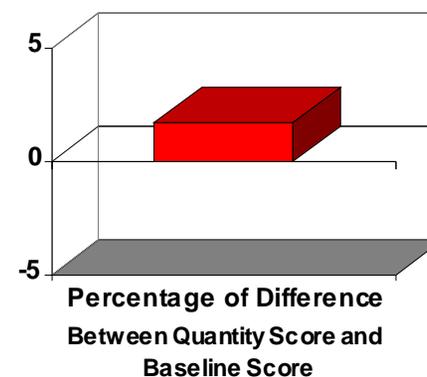
The following scale was used to determine quantity grades based upon percentage difference between the 2002-2003 Quantity Score and Baseline Score:

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

New Teachers' Mean Scores on Satisfaction Surveys



Quantity of 2003-2004 Regular & Alternate Program Completers



of

Our Lady of Holy Cross College (Continued)

III. TEACHER PREPARATION PERFORMANCE SCORE AND LABEL

A. Teacher Preparation Performance Score	=	$(\text{Institutional Performance Index} + \text{Quantity Index}) \div 2$
	=	$\{([\text{Certification Scaled Score} \times .875] + [\text{Graduate Satisfaction Scaled Score} \times .125]) + \text{Quantity Scaled Score}\} \div 2$
	=	$\{([136 \times .875] + [123 \times .125]) + 91\} \div 2$
	=	$(134.38 + 91) \div 2$
	=	$225.38 \div 2$
	=	112.69

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.

B. Teacher Preparation Performance Label	=	High Performing
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

OUR LADY OF HOLY CROSS COLLEGE

**PRAXIS EXAMINATION
PASSAGE RATE REPORTS FOR INDIVIDUAL SUBTESTS
2003-2004 PROGRAM COMPLETERS**

TYPES OF COMPLETERS	NUMBER PASSED	TOTAL NUMBER	PERCENTAGE PASSED
2003-2004 Regular Program Completers	28	28	100%
2003-2004 Alternate Program Completers	7	7	100%
Total	35	35	100%

Passage Rate Reports are not prepared for program completers from individual campuses who have completed all university course requirements for alternate certification, passed all PRAXIS examinations for certification, and completed three years of successful teaching in place of student teaching/internships. The numbers of alternate certification program completers who fit this category are listed in Appendix C. All have passed 100% of the PRAXIS examinations.



**HEA - Title II
2003-2004 Academic Year
Regular Program
Completers
Passage Rate Report**

Institution Name	OUR LADY OF HOLY CROSS COLLEGE
Institution Code	6002
State	Louisiana
Number of Program Completers Submitted	28

<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				4		
GENERAL KNOWLEDGE	510				5		
PPST READING	710	3			97	97	100%
CBT READING	711	10	10	100%	605	605	100%
PPST WRITING	720	4			96	96	100%
CBT WRITING	721	9			601	601	100%
PPST MATHEMATICS	730	4			85	85	100%
CBT MATHEMATICS	731	9			585	585	100%
COMPUTERIZED PPST READING	5710	10	10	100%	485	485	100%
COMPUTERIZED PPST WRITING	5720	10	10	100%	490	490	100%
COMPUTERIZED PPST MATHEMATICS	5730	11	11		513	513	100%
Professional Knowledge							
PROFESSIONAL KNOWLEDGE	520				4		
PRINCIPLES LEARNING & TEACHING K-6	522	23	23	100%	1070	1062	99%
PRINCIPLES LEARNING & TEACHING 5-9	523				5		
PRINCIPLES LEARNING & TEACHING 7-12	524	4			453	449	99%
Academic Content Areas							
ELEMENTARY EDUCATION	010				1		
ELEM ED CURR INSTRUC ASSESSMENT	011	2			135	131	97%
ELEM ED CONTENT AREA EXERCISES	012	2			136	135	99%



**HEA - Title II
2003-2004 Academic Year
Regular Program
Completers
Passage Rate Report**

Institution Name	OUR LADY OF HOLY CROSS COLLEGE
Institution Code	6002
State	Louisiana
Number of Program Completers Submitted	28

<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							
ELEMENTARY ED CONTENT KNOWLEDGE	014	21	21	100%	780	773	99%
EARLY CHILDHOOD EDUCATION	020				86	86	100%
BIOLOGY AND GENERAL SCIENCE	030				29	29	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041				87	87	100%
ENG LANG LIT COMP PEDAGOGY	043	3			87	87	100%
MATHEMATICS	060				21	21	100%
MATHEMATICS CONTENT KNOWLEDGE	061				2		
CHEM PHYSICS AND GENERAL SCIENCE	070				5		
SOCIAL STUDIES	080				1		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081				96	94	98%
SOCIAL STUDIES: INTERPRET MATERIALS	083				96	96	100%
PHYSICAL EDUCATION	090				58	58	100%
PHY EDUCATION: CONTENT KNOWLEDGE	091				2		
BUSINESS EDUCATION	100				9		
MUSIC EDUCATION	110				28	28	100%
MUSIC CONTENT KNOWLEDGE	113				4		
FAMILY AND CONSUMER SCIENCES	120				7		
MIDDLE SCHOOL SUBJECTS: CK	146				1		
FRENCH	170				1		



**HEA - Title II
2003-2004 Academic Year
Regular Program
Completers
Passage Rate Report**

Institution Name	OUR LADY OF HOLY CROSS COLLEGE
Institution Code	6002
State	Louisiana
Number of Program Completers Submitted	28

<i>Type of Assessment</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>
Aggregate - Basic Skills	24	24	100%	1203	1203	100%
Aggregate - Professional Knowledge	27	27	100%	1532	1520	99%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	26	26	100%	1364	1350	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 Rates	28	28	100%	1542	1521	99%

APPENDIX B

OUR LADY OF HOLY CROSS COLLEGE

**HEA - Title II
2003-2004 Academic Year
Alternate Certification Program Completers
Passage Rate Reports have not yet
been provided to states by
the Educational Testing Service.**

Items	Mean by Item	Number of Responses			
		Strongly Disagree	Disagree	Agree	Strongly Agree
Planning					
1. Specify learning objectives in terms of clear, concise student outcomes.	3.82	0	0	4	18
2. Plan a series of activities that help my students achieve those objectives.	3.64	0	0	8	14
3. Successfully identify individual student differences in the context of a whole class.	3.55	0	1	8	13

* As written, the survey contains 35 items. Technical difficulties with administration caused item 35 not to be administered. This score represents an adjustment to the 34-item mean to represent its equivalent out of 35 items. This was necessary in order to convert the survey scores to scaled scores for the accountability system.

4. Implement accommodations for individual student differences.	3.5	0	1	9	12
Instruction					
5. Consistently stimulate and encourage higher order thinking at the appropriate developmental levels.	3.68	0	0	7	15
6. Identify a variety of lesson materials, in addition to traditional classroom materials.	3.68	0	0	7	15
7. Integrate a variety of materials to achieve lesson objectives.	3.73	0	0	6	16
8. Change or adjust a lesson to respond to my students' outcomes.	3.64	0	0	8	14
9. Use both short-term and long-term evaluation methods to measure my student outcomes.	3.45	0	0	12	10
10. Implement teacher-directed or student-centered activities that result in student learning.	3.5	0	0	11	11
11. Successfully plan for individual student differences in the context of a whole class.	3.45	0	2	8	12
12. Open, develop, and close a lesson effectively.	3.68	0	0	7	15
13. Integrate technology into my lessons.	3.64	0	1	6	15
14. Successfully present content at a developmentally appropriate level.	3.5	0	0	11	11
15. Effectively use appropriate formal and informal assessment techniques.	3.55	0	1	8	13
16. Provide timely feedback to my students.	3.68	0	0	7	15
17. Produce evidence of student academic growth.	3.64	0	0	8	14

18. Employ effective teaching practices as modeled by faculty.	3.64	0	0	8	14
Instruction					
19. Relate examples, real-life situations, or current events to the content being taught.	3.77	0	1	3	18
20. Teach in one or more subject areas.	3.55	1	1	5	15
21. Communicate effectively with students.	3.77	0	0	5	17
22. Encourage participation from all students.	3.64	0	0	8	14
23. Monitor the ongoing performance of students.	3.73	0	0	6	16
Management					
24. Facilitate learning by organizing available space, materials, and equipment.	3.59	0	0	9	13
25. Maintain a positive learning environment.	3.77	0	0	5	17
26. Create a routine and manage transitions in a way that maximizes the time available for learning.	3.59	0	0	9	13
27. Manage and adjust my time to ensure that learning objectives are met.	3.64	0	0	8	14
28. Clearly communicate my expectations for appropriate behavior to my students.	3.86	0	0	3	19
29. Monitor and respond to appropriate student behavior in an effective way.	3.73	0	0	6	16
30. Monitor and respond to inappropriate student behavior in an effective way.	3.68	0	0	7	15

School Improvement					
31. Encourage parents/caregivers to become active partners in their children's education and become involved in school/classroom activities.	3.36	0	2	10	10
32. Provide clear and timely information to parents/caregivers regarding classroom expectations, student progress, and ways they can assist learning.	3.45	0	3	6	13
33. Collaboratively and effectively work with colleagues.	3.64	0	0	8	14
34. Understand the importance of and plan for professional development.	3.77	0	0	5	17
Overall		poor			excellent
Overall, how would you rate the effectiveness of your teacher preparation program in preparing you to improve student learning?	technical difficulties: data not collected				

APPENDIX C

OUR LADY OF HOLY CROSS COLLEGE

2004-2005 POINTS FOR 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 POINTS

A. 2003-2004 PROGRAM COMPLETERS

One-point is assigned to every regular and alternate program completer that completed teacher preparation programs between the dates of July 1, 2003 – June 30, 2004.

Program Completers Undergraduates	Program Completers Alternate Certification Courses with Internship/Student Teaching	Program Completers Alternate Certification Courses with 3 Years of Successful Teaching	Program Completers TOTAL
28	7	6	41

B. BONUS POINTS

In addition, one-half a point is assigned to every 2003-2004 regular and alternate program completer that met the criteria for each of the following teacher shortage areas.

Teacher Shortage Areas	Program Completers Undergraduates	Program Completers Alternate Certification Courses with Internship/Student Teaching	Program Completers Alternate Certification Courses with 3 Years of Successful Teaching
MINORITIES	4	1	
MATHEMATICS	4	2	

SCIENCE	General Science			1
	Biology			1
	Chemistry			
	Physics			
	Earth Science			
	Environmental Science			
MIDDLE SCHOOL				
SPECIAL EDUCATION				
				1
MALE	Early Childhood			
	Elementary			
HIGH NEED PARISHES – TEACHER PLACEMENT (Parishes: Assumption, East Feliciana, Madison, St. Helena, & Red River)				
Subtotals for Bonus Points		8	3	3
TOTAL BONUS POINTS		14/2 = 7		

TOTAL POINTS: 41 + 7 = 48