

LOUISIANA BOARD OF REGENTS
2009-2010 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS
OUR LADY OF HOLY CROSS COLLEGE

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 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 the 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, dialogue, 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 2008, the university had a total enrollment of 991 undergraduate and 306 graduate students. A total of 237 students were males and 1060 were females. The majority of the students were from Louisiana with a total of 1265 in-state students, 24 out-of-state students, and 8 foreign students. Among students enrolled in the undergraduate program, 288 were black, 750 were white, and 259 were other races. Among students enrolled in the graduate program, 88 were black, 170 were white, and 48 were other races.

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

- In July, 2009, the Elementary Education Program at Our Lady of Holy Cross College achieved national recognition from the Association for Childhood Education International (ACEI).
- Also in July, 2009, the Educational Leadership Program at OLHCC achieved national recognition from the Educational Leadership Constituent Council (ELCC).
- The OLHCC Department of Education has been chosen to pilot a new re-accreditation process for the National Council for Accreditation of Teacher Education (NCATE). This new process consists of early submission of an Institutional Report, an offsite visit, feedback from the offsite visit, and the submission of an Institutional Report Addendum. To conclude this process, OLHCC will host an NCATE onsite visit in Spring, 2010.
- The concept of professional development schools (PDS) continues to be an important component of the OLHCC pre-service program. OLHCC has continued its collaboration with two Jefferson Parish elementary schools: William Hart and Estelle. A reading clinic is in place at William Hart, and a mathematics clinic is in place at Estelle Elementary School. Both of these ventures demonstrate a mutually beneficial relationship: our pre-service teachers garner more clinical experience and the at-risk students gain one-on-one assistance in their area of need.

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

- The Archdiocesan Teachers Institute (ATI) program, which began in 2003, continues to offer courses leading to state certification to Catholic school teachers in an effort to work closely with the Archdiocese of New Orleans to provide certification for all teachers. The teachers receive their courses at a greatly reduced tuition, and it is anticipated that the registrants this summer will fall in the range of 90-100 teachers seeking certification. This program, begun seven years ago, has been embraced by the teachers of the archdiocese. OLHCC sees this as a true college/K-12 partnership.

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.	57
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.	38
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full-time faculty in professional education.	1

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.	2
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.	0
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.	13:1
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.	14
c. Total number of hours required during academic year 2008-2009 for student teaching.	560



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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
OUR LADY OF HOLY CROSS COLLEGE	HEA Title II 2008-2009 Regular Program Completers	11	11	100%
	HEA Title II 2009-2009 Alternate Program Completers	33	33	100%
	Total Number of 2008-2009 Program Completers	44	44	100%



**HEA - Title II
2008-2009 Academic Year**

Institution Name	OUR LADY HOLY CROSS COLLEGE
Institution Code	6002
State	Louisiana
Number of Program Completers Submitted	11
Number of Program Completers found, matched, and used in passing rate Calculations¹	11

April 24, 2010

<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							
PPST READING	710	2			178	178	100%
PPST WRITING	720	3			192	192	100%
PPST MATHEMATICS	730	3			184	184	100%
COMPUTERIZED PPST READING	5710	7			680	680	100%
COMPUTERIZED PPST WRITING	5720	6			670	670	100%
COMPUTERIZED PPST MATHEMATICS	5730	6			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	1			118	118	100%
PRINCIPLES LEARNING & TEACHING K-6	522	11	11	100%	550	550	100%
PRINCIPLES LEARNING & TEACHING 5-9	523				55	55	100%
PRINCIPLES LEARNING & TEACHING 7-12	524				426	425	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542				43	43	100%
Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	11	11	100%	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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					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
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				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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<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	9			872	872	100%
Aggregate - Professional Knowledge	12	12	100%	1313	1312	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	11	11	100%	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	11	11	100%	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.