



LOUISIANA BOARD OF REGENTS 2006-2007 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS OUR LADY OF HOLY CROSS COLLEGE

Message from the Commissioner:

The annual Board of Regents Institutional Report for the Preparation of Teachers, begun in 2002, is a fundamental component of Louisiana's nationally-recognized effort to enhance the quality of its public and private teacher education programs. Given the universally acknowledged impact of educational attainment on economic development, this report takes on even greater significance as Louisiana continues its recovery from the storms of 2005. Teacher preparation programs across Louisiana have continued to exhibit extraordinary efforts as they have addressed the emotional and academic needs of their teacher candidates. I am confident that this effort is helping to move Louisiana closer to our goal of providing a caring, competent teacher for every student in every classroom every year.

E. Joseph Savoie
Commissioner of Higher Education

Mission of University

The mission of Our Lady of Holy Cross (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, 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 2005, the university had a total enrollment of 1309. 1214 undergraduate and 95 graduate students. A total of 114 students were males and 1195 were females. The majority of the students were from Louisiana with a total of 1286 in-state students, 21 out-of-state students, and 2 foreign students. Among students enrolled in the undergraduate program, 141 were black, 826 were white, and 27 were other races. Among students enrolled in the graduate program, 27 were black, 55 were white, and 13 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

- Classes had begun for one week in the fall of 2005 after which no classes were held until January of 2006 due to Hurricane Katrina. Student teaching placements were held in abeyance, as were PLEP I and PLEP II (pre-student teaching) placements until the new semester was started. The fall 2005 semester became known as the mid-winter 2006 semester and the spring semester became the spring/summer semester of 2006. Every effort was made to ensure that those students who planned to graduate in education in May of 2006 will be able to graduate in August of 2006. Many creative ways to accomplish the intent of all clinical hours were brainstormed and our students were the beneficiaries of this work. With hard work, creativity and many hours of collaborative planning on the part of the faculty, OLHCC teacher candidates will move forward at their normal pace. In addition, the work of the education faculty with the community continued.
- The concept of professional development schools (PDS) continues to be an important component of the OLHCC pre-service program. OLHCC has a collaborative with both William Hart and Estelle elementary schools, both in Jefferson Parish. 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)

- A collaborative that continues to grow is the Archdiocesan Teachers Institute (ATI) program in which OLHCC offers pre-methods courses to Catholic school teachers in convenient off-campus settings in an effort to work closely with the Archdiocese to gain certification for all teachers. The teachers receive their courses at a greatly reduced tuition. Registration for this program takes place at the end of May. It is anticipated that the registrants this summer will fall in the range of 90-100 teachers seeking certification. This program, begun four years ago, has been embraced by the teachers of the archdiocese. OLHCC sees this as a true college/K-12 partnership.
- OLHCC has continued its partnership with the Algiers Charter School Association (ACSA) of Orleans Parish. OLHCC participated in tested all prospective K-12 teachers in these new charter schools in mathematics and in writing. Our pre-service faculty graded these tests, providing ACSA with a listing of teachers from whom to further interview for teaching positions in the schools. OLHCC administration offers the College as a site for numerous meetings of the teachers and administrators. The Vice President and Dean for Academic Affairs currently serves on the ACSA Board. This collaboration has moved to a grant-writing venture, which led to approximately 20 ACSA teachers participating in the Educational Leadership Program in the fall of 2006 in an effort to 'grow our own' principals. Collaboration has proven to be a highly valuable process for OLHCC and the surrounding communities in the 2005-2006 academic year.

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 2005-2006 including all areas of teaching specialization.	54
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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 2005, Fall 2005, and/or Spring 2006.	38
3. Supervising faculty for supervised student teaching and internship experiences.	
a. Number of appointed full time faculty in professional education	1
b. Number of appointed part-time faculty in professional education who supervised student teaching/internship experiences during Summer 2005, Fall 2005, and Spring 2006.	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 2005, Fall 2005, and Spring 2006.	
d. Total number of supervising faculty for the teacher preparation program during 2005-2006.	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 2005-2006.	40
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2005-2006.	14
c. Total number of hours required during academic year 2005-2006 for student teaching.	280+



LOUISIANA BOARD OF REGENTS 2006-2007 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 during 2006-07. Quantity and PRAXIS examination passage rate data have been collected and are being disseminated to the public in the *2005-06 Institutional Reports for the Preparation of Teachers* and *2006-07 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/2006>. 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
2005-2006 REGULAR AND ALTERNATE PROGRAM COMPLETERS**

UNIVERSITIES	TYPES OF PROGRAMS	TOTAL COMPLETED	NUMBER PASSED	PERCENTAGE PASSED
OUR LADY OF HOLY CROSS COLLEGE	HEA Title II 2005-2006 Regular Program Completers	17	17	100%
	HEA Title II 2005-2006 Alternate Program Completers	25	25	100%
	Total Number of 2005-2006 Program Completers	42	42	100%

**HEA TITLE II 2005-2006 ACADEMIC YEAR PASSAGE RATES REPORTS FOR
[REGULAR PROGRAM COMPLETERS](#)
ARE LOCATED ON THE FOLLOWING PAGES.**

**HEA TITLE II 2005-2006 ACADEMIC YEAR PASSAGE RATES REPORTS FOR
[ALTERNATE PROGRAM COMPLETERS](#)
ARE NOT YET AVAILABLE FROM THE EDUCATIONAL TESTING SERVICE
FOR DISSEMINATION TO THE PUBLIC.**



**HEA - Title II
2005-2006 Academic Year
Regular Program Completers
Passage Rate Scores**

Institution Name	OUR LADY HOLY CROSS COLLEGE
Institution Code	6002
State	Louisiana
Number of Program Completers Submitted	17
Number of Program Completers found, matched, and used in passing rate Calculations¹	17

March 30, 2007

					Statewide		
<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>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Basic Skills							
PPST READING	710	2			310	310	100%
CBT READING	711				14	14	100%
PPST WRITING	720	2			310	310	100%
CBT WRITING	721				18	18	100%
PPST MATHEMATICS	730	2			304	304	100%
CBT MATHEMATICS	731				16	16	100%
COMPUTERIZED PPST READING	5710	13	13	100%	1063	1063	100%
COMPUTERIZED PPST WRITING	5720	11	11	92%	1064	1064	100%
COMPUTERIZED PPST MATHEMATICS	5730	13	13	100%	1075	1075	100%
Professional Knowledge							
EARLY CHILDHOOD EDUCATION	020				99	99	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353				52	52	100%
PRINCIPLES LEARNING & TEACHING K-6	522	17	17	100%	835	833	100%
PRINCIPLES LEARNING & TEACHING 5-9	523				17	17	100%
PRINCIPLES LEARNING & TEACHING 7-12	524				494	492	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542				50	50	100%



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Academic Content Areas							
ELEMENTARY ED CONTENT KNOWLEDGE	014	17	17	100%	912	909	100%
BIOLOGY AND GENERAL SCIENCE	030				10	10	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041				100	98	98%
ENG LANG LIT COMP PEDAGOGY	043				100	100	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				4		
TECHNOLOGY EDUCATION	050				1		
MATHEMATICS: CONTENT KNOWLEDGE	061				60	59	98%
MIDDLE SCHOOL MATHEMATICS	069				4		
CHEM PHYSICS AND GENERAL SCIENCE	070				9		
SOCIAL STUDIES: CONTENT KNOWLEDGE	081				113	113	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083				112	112	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				1		
PHYSICAL EDUCATION	090				3		
PHYSICAL ED: CONTENT KNOWLEDGE	091				105	105	100%
BUSINESS EDUCATION	100				7		
MUSIC CONTENT KNOWLEDGE	113				62	62	100%
FAMILY AND CONSUMER SCIENCES	120				5		
ART CONTENT KNOWLEDGE	133				17	17	100%



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Academic Content Areas (Cont'd.)							
FRENCH CONTENT KNOWLEDGE	173				5		
SPANISH CONTENT KNOWLEDGE	191				2		
SPEECH COMMUNICATION	220				4		
BIOLOGY CONTENT KNOWLEDGE	235				7		
MIDDLE SCHOOL SCIENCE	439				2		
AGRICULTURE	700				7		



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2005-2006 Academic Year
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Passage Rate Report**

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March 30, 2007

				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	14	14	100%	1405	1405	100%
Aggregate - Professional Knowledge	17	17	100%	1495	1491	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	17	17	100%	1440	1434	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	17	17	100%	1474	1464	99%

Notes:

- 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.