

# LOUISIANA BOARD OF REGENTS 2008-2009 INSTITUTIONAL REPORT FOR THE PREPARATION OF TEACHERS OUR LADY OF HOLY CROSS COLLEGE

## *Message from the Commissioner:*

*Louisiana's teacher preparation reform efforts have brought national attention to our state and we commend everyone who has worked toward our success. It is exciting to find that preliminary results from the state's Value-Added Teacher Preparation Assessment Model have indicated that some teacher preparation programs in our state are demonstrating greater gains in student achievement than experienced teachers, another effort of national significance. These collective initiatives are all designed to improve the education of Louisiana's students and will assist us in meeting our goal of awarding 10,000 additional degrees or certificates by 2015. We are grateful to our campuses for their steadfast dedication to this work in these difficult economic times.*

***Dr. 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 2007, the university had a total enrollment of 1178, 1006 undergraduate and 172 graduate students. A total of 202 students were males and 976 were females. The majority of the students were from Louisiana with a total of 1171 in-state students, 7 out-of-state students, and 0 foreign students. Among students enrolled in the undergraduate program, 180 were black, 631 were white, and 195 were other races. Among students enrolled in the graduate program, 44 were black, 96 were white, and 32 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**

- As the City of New Orleans continues to recover from the effects of Hurricane Katrina, so do the students of Our Lady of Holy Cross College. Many students endure a longer commute to school as they now live in different areas of the City and its surrounding parishes. Both faculty and students are dealing with the accumulation of stress that seems to have settled on the City. OLHCC continues to be a stabilizing force for the College community and truly lives out its mission to teach the "minds and hearts" of its students.
- OLHCC continues its partnership with two Jefferson Parish Elementary schools in that a reading clinic is held at William Hart Elementary and a math clinic at Estelle Elementary.
- The Archdiocesan Teachers' Institute (ATI) program continues to offer courses at a greatly reduced rate to the teachers of the Archdiocese of New Orleans who are working toward state certification. This partnership with the Office of Catholic Schools in the Archdiocese of New Orleans continues to serve as an example of cooperation and involvement with K-12 schools.
- The Educational Leadership Program at OLHCC has continued in its efforts to "grow our own" principals through two cohorts of candidates. Through a joint grant with the Educational Leadership Center, The RosaMary Foundation, and the Algiers Charter Schools OLHCC graduated the first cohort of candidates for the Master's Degree in Educational Leadership in December of 2008. Presently, there is a second cohort that began their Leadership Program in the fall of 2008.
- Since Hurricane Katrina, OLHCC has been an active partner in reestablishing the public schools in the surrounding area of Algiers. Initially, OLHCC participated in the selection of principals and teachers the newly created Algiers Charter Schools. Then, OLHCC remained active with the placement of undergraduate clinical teacher candidates in these schools. Two members

**Notable 20Features and Accomplishments of Teacher Preparation Program (Cont'd)**

the selection of principals and teachers the newly created Algiers Charter Schools. Then, OLHCC remained active with the placement of undergraduate clinical teacher candidates in these schools. Two members of the education faculty participated in the initial evaluation of the schools in partnership with the Leadership Center of Greater New Orleans in a program called "Native Eyes." One member of the OLHCC education faculty was selected to be a member of the Algiers Charter School Board, and he served one year as President of the Board.

- A core characteristic that exemplifies the quality of OLHCC's undergraduate teacher education program is the amount of field and clinical experiences offered throughout the program. Every education class at OLHCC requires field assignments. Also, candidates are placed in two clinical settings where they have the opportunity to tutor students in reading and mathematics. In addition, OLHCC places candidates in three semesters of supervised clinical programs: two semesters in our Professional Laboratory Experience Program (PLEP) requiring a minimum of 125 hours in the field, and culminating in a semester of student teaching which requires a minimum of 270 hours. The placements for these clinical field experiences are diverse as candidates are placed in different schools and in different grade-levels with each placement. Moreover, candidates are placed in a variety of school settings with a minimum of one placement at a low-performing school in one of the several surrounding civil parishes.

**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 2007-2008 including all areas of teaching specialization.	40
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 2007, and/or Spring 2008.	65

**Teacher Preparation Program Data (Cont'd)**

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 2007, Fall 2007, and Spring 2008.	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 2007, Fall 2007, and Spring 2008.	0
d. Total number of supervising faculty for the teacher preparation program during 2007-2008.	4
4. Student/faculty ratio for student teaching and internship experiences.	16:1
5. Student participation in student teaching.	
a. Average number of hours per week required of student participation in supervised student teaching during academic year 2007-2008.	40
b. Total number of weeks per semester of supervised student teaching required for student teaching during academic year 2007-2008.	14
c. Total number of hours required during academic year 2007-2008 for student teaching.	560



## **LOUISIANA BOARD OF REGENTS 2008-2009 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, and 2008-09 *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 2003-2009, 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 and December 2008. During 2008-09, 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  
2007-2008 REGULAR AND ALTERNATE PROGRAM COMPLETERS**

<b>UNIVERSITY</b>	<b>TYPES OF PROGRAMS</b>	<b>TOTAL COMPLETED</b>	<b>NUMBER PASSED</b>	<b>PERCENTAGE PASSED</b>
<b>OUR LADY OF HOLY CROSS COLLEGE</b>	HEA Title II 2007-2008 Regular Program Completers	26	26	100%
	HEA Title II 2007-2008 Alternate Program Completers	34	34	100%
	Total Number of 2007-2008 Program Completers	61	60	100%



**HEA - Title II  
2007-2008 Academic Year  
Regular Program Completers**

<b>Institution Name</b>	OUR LADY HOLY CROSS COLLEGE
<b>Institution Code</b>	6002
<b>State</b>	Louisiana
<b>Number of Program Completers Submitted</b>	26
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	26

March 30, 2009

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
<b>Basic Skills</b>							
PPST READING	710	2			274	274	100%
PPST WRITING	720	1			291	291	100%
PPST MATHEMATICS	730	1			275	275	100%
COMPUTERIZED PPST READING	5710	18	18	100%	919	919	100%
COMPUTERIZED PPST WRITING	5720	19	19	100%	900	900	100%
COMPUTERIZED PPST MATHEMATICS	5730	19	19	100%	919	919	100%
<b>Professional Knowledge</b>							
EARLY CHILDHOOD EDUCATION	020				208	208	100%
EDUC. EXCEPTIONAL STUDENTS: CK	353				62	62	100%
PRINCIPLES LEARNING & TEACHING ERLY CHLD	521				14	14	100%
PRINCIPLES LEARNING & TEACHING K-6	522	20	20	100%	594	593	100%
PRINCIPLES LEARNING & TEACHING 5-9	523	2	2		56	56	100%
PRINCIPLES LEARNING & TEACHING 7-12	524	4			438	437	100%
ED EXCEPT STUDENTS: MILD MODER. DISABIL	542				34	34	100%
<b>Academic Content Areas</b>							
ELEMENTARY ED CONTENT KNOWLEDGE	014	18	18	100%	796	796	100%
BIOLOGY AND GENERAL SCIENCE	030				1		
ENG LANG LIT COMP CONTENT KNOWLEDGE	041				86	86	100%
ENG LANG LIT COMP PEDAGOGY	043				86	86	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				17	17	100%



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(Cont'd.)**

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March 30, 2009

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					Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
<b>Academic Content Areas</b>							
TECHNOLOGY EDUCATION	050				1		
MATHEMATICS: CONTENT KNOWLEDGE	061				39	37	95%
MIDDLE SCHOOL MATHEMATICS	069				22	22	100%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081				106	106	100%
SOCIAL STUDIES: INTERPRET MATERIALS	083				106	106	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				10	10	100%
PHYSICAL ED: CONTENT KNOWLEDGE	091				97	97	100%
BUSINESS EDUCATION	100				7		
MUSIC CONTENT KNOWLEDGE	113	9			80	80	100%
FAMILY AND CONSUMER SCIENCES	120				7		
ART CONTENT KNOWLEDGE	133				32	32	100%
FRENCH CONTENT KNOWLEDGE	173				1		
SPANISH CONTENT KNOWLEDGE	191				1		
SPEECH COMMUNICATION	220				6		
BIOLOGY CONTENT KNOWLEDGE	235				14	14	100%
CHEMISTRY CONTENT KNOWLEDGE	245				3		
PHYSICS CONTENT KNOWLEDGE	265				1		
MIDDLE SCHOOL SCIENCE	439				19	19	100%
AGRICULTURE	700				5		



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				<b>Statewide</b>		
<i>Type of Assessment<sup>2</sup></i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	20	20	100%	1205	1205	100%
Aggregate - Professional Knowledge	26	26	100%	1373	1371	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	19	19	100%	1353	1351	100%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)						
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)						
Aggregate - Performance Assessments						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	26	26	100%	1313	1309	100%

***Footnotes:***

<sup>1</sup> 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.

<sup>2</sup> Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

<sup>3</sup> Number of completers who took one or more tests in a category and within their area of specialization.

<sup>4</sup> Number who passed all tests they took in a category and within their area of specialization.

<sup>5</sup> 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.