

# IHE Bachelor Performance Report

## Bennett College

2005 - 2006

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### Overview of the Institution

Bennett College was founded in 1873 as a coeducational institution. Its first sessions were held in the basement of Warnersville Methodist Episcopal Church North, now known as St. Matthew's United Methodist Church, in Greensboro, North Carolina. As a coeducational institution, the College graduated men and women who assumed positions of leadership as preachers, teachers, and homemakers as well as leaders in other professions. Two of the first African American bishops in the Methodist Episcopal Church were graduates of Bennett College. Early in the twentieth century, the Woman's Home Missionary Society decided to build a college for the education of Negro women. The Board of Education of the Methodist Church offered the site of Bennett College for this project. Under these agencies, Bennett College became one of two senior colleges for Negro women in the South. The reorganization of Bennett College took place in 1926. In 1930, the College granted its first college degrees as a women's college. Dr. David Dallas Jones was the first president of the reorganized Bennett College and served until his death in 1955. As one of only two historically black colleges for women, Bennett College strives to provide an environment that is caring, nurturing, disciplined, and emotionally and spiritually uplifting. Among a variety of reasons, students elect to attend Bennett College because of its unique urban setting, low teacher/student ratio, dedicated first-rate faculty and staff, and the diverse, yet unique exposure and opportunities it provides for women. Overall, excellence in performance is valued as the foundation for the achievement of the College's mission and educational goals and is the primary emphasis in all teaching and learning endeavors. Bennett College has twenty-nine buildings on approximately fifty-five acres. A thirty-one member Board of Trustees is legally responsible for the policies that guide the College's operation. Its academic program is tailored toward undergraduate education that offers 24 bachelors degrees and two dual-degrees. Programs at the College are presently accredited by the Southern Association of Colleges and Schools (SACS), University Senate of the United Methodist Church; Commission on Black Colleges, United Methodist Church, Council on Social Work Education (CSWE), National Council on the Accreditation of Teacher Education (NCATE), and the North Carolina Department of Public Instruction. Since 1926, Bennett College has had fourteen presidents. Its current president, Dr. Johnnetta Cole, has had a distinguished career as a college and university teacher and administrator that spans 38 years.

## **Special Characteristics**

Bennett College, is the only historical African-American College for Women in the State of North Carolina. The basic philosophy under girding Bennett College is its belief in a need to provide for students a unique and flexible program of instruction, supplemented by rich experiences in group participation and community involvement and designed to meet the needs of an ever-changing society. The program encourages the development of the critical and analytical thinking necessary for students to become life long learners. Bennett College prides itself on the diversity of religions and cultures among the student body, faculty and staff. At Bennett College, education takes place in an environment of open inquiry where teachers and students are immersed in educational processes that build community, foster authentic research, create knowledge and advance scholarship and personal empowerment. Students will leave Bennett College prepared for success in the world of work and further studies, possessing a greater appreciation of the history and culture of Africa and the African Diaspora, the struggle and accomplishments of women and a realization of their own ability and the possibilities to help change the world. The Teacher Education Program is dedicated to the development of facilitators of learning in the contemporary global community. Reflective practitioners, combining theory and practice, and celebration of diversity permeates the delivery of quality instruction in small personable class settings. The Bennett College Department of Curriculum and Instruction includes the Bennett College Children's House (a laboratory school for three and four year olds), the First Five Star Center in Guilford County. Additionally, of the 5,500 graduates of Bennett College, more than half majored in Education; teaching in 31 states, two United States Provinces and 6 foreign countries, including Sierra Leone, Ethiopia, Bermuda, Ghana, Nigeria and Germany. "The Middle College at Bennett" in its fourth year of operation, was added to the academic program at Bennett College for Women in 2002-2003. The Middle College at Bennett in partnership with Guilford County Schools; gives priority to seventeen and eighteen year old females who are currently ninth or tenth graders, who need to complete high school. Priority is given to student mothers. Class size is small, permitting students to receive individual attention and to build supportive relationships with teachers. Teachers re-teach and reinforce necessary skills and counseling services are available to provide additional support.

## **Program Areas and Levels Offered**

Licensure areas offered at Bennett include Elementary Education (K-6), Middle Grades Education (6-9), Biology Education (9-12), Music Education (K-12), English Education (9-12), Mathematics Education (9-12) and Special Education (K-12).

## **I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES**

### **A. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Brief summary of these activities/partnerships. (e.g. , Professional Development Schools, etc.).**

To implement and maintain continuity and consistency of both state and national standards for educational programs; Bennett College collaborates with the public schools through involvement with program development, resource advisement, clinical experiences, partnership boards and committees, volunteer programs, tutorial projects and curriculum design and delivery. The Curriculum and Instruction Teacher Education Committee utilize retired and active teachers and administrators to assist with program planning, course offerings, program evaluation, and other key decisions related to the Teacher Education Program. During the Fall/Spring Semester 2005-2006, sixty-three (63) students completed the Pre-Professional Practicums with classroom teachers in 14 Guilford County Schools. Public School teachers and principals serve on the Advanced Technology Portfolio Committee along with representatives from business, industry and other college professors to assess the technology portfolios submitted by student teachers. Greensboro College and Bennett College have continued the implementation of the 1998-1999 Grant received to train Lateral Entry Teachers. In addition, Bennett College invited approximately eighty (80) lateral entry teachers to participate in summer 2006 training. A Student Teaching Banquet is held annually at Bennett College for supervising faculty, principals and cooperating teachers who assist student teachers. The Teacher Education faculty (7 members) consistently supports the area public schools, serving on school improvement teams, volunteering in the schools, and as members of the PTA(s). Additionally, public school teachers and administrators serve as guest speakers, consultants, special seminars, methods courses, and ACES programs. Further, faculty members participate in the Lunch Buddies Program and two faculty members participate in the Mentoring Program at an elementary school. Two Bennett College faculty members continue to develop and supervise the Sigma Pi activity and grade the puzzles each year for approximately 400 middle school students. Bennett College participates in the Piedmont Alliance, which includes all area colleges and universities, the Guilford County Schools, Rockingham County Schools, Randolph County Schools and other triad local education agencies.

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
Guilford County	Pre-service Internships	Students are placed in elementary and middle schools for observation and practice.	Sixty-three (63) Pre-Professional Practicum students and one student teacher worked in fourteen (14) Guilford County Schools.
Guilford County	Recruitment	Students from Middle and High Schools participate in campus projects.	Thirty-three (33) students completed Phase I of Budding Bennett Belles.
Guilford County	Advisory Council	Teachers and Principals serve as advisors for Curriculum and Instruction.	Five (5) professionals served on the advisory council.
Guilford County	Early Childhood Practicum Site	Bennett College Laboratory School serves as a practicum site for high school students.	Twelve (12) students completed internships at the Children's House Laboratory School.
Guilford County	Develop Training Modules in Reading, Mathematics, Science and Global Studies. Infused Technology, Classroom Management, Diversity and Differentiated Instruction into all modules.	Developed and implemented Professional Action Plans and Workshops to address identified priorities.	Outcomes: • Portfolios were developed by each county team. • Teacher Assistant workshops improved self-esteem. • American Education Week Celebration highlighted culmination activities. Video developed, focusing on Utilizing Technology In The Classroom. • A video library of classroom activities was developed for each county. Overall, the partnership activities implemented have been effective in improving district and school communications, interactions and involvement to enhance student achievement.

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Orange County	Develop Training Modules in Reading, Mathematics, Science and Global Studies. Infused Technology, Classroom Management, Diversity and Differentiated Instruction into all modules.	Developed and implemented Professional Action Plans to address priority areas. * Ten (10) Teacher Assistant Workshops were held.	Outcomes: • Portfolios were developed by each county team. • American Education Week Celebration highlighted culmination activities. Video developed, focusing on Utilizing Technology In The Classroom. • A video library of classroom activities was developed for each county. • Teacher Assistant self-esteem improved. Overall, the partnership activities implemented have been effective in improving district and school communications, interactions and involvement to enhance student achievement.
Alamance/Burlington	Develop Training Modules in Reading, Mathematics, Science and Global Studies. Infused Technology, Classroom Management, Diversity and Differentiated Instruction into all modules.	Developed and implemented Professional Action Plans to address priority areas. Four (4) Technology Workshops were conducted.	Outcomes: • Portfolios were developed by each county team. • American Education Week Celebration highlighted culmination activities. Video developed, focusing on Utilizing Technology In The Classroom. • A video library of classroom activities was developed for each county. Overall, the partnership activities implemented have been effective in improving district and school communications, interactions and involvement to enhance student achievement.
Halifax County	Develop Training Modules in Reading,	Developed and implemented Professional Action Plans to	Outcomes: • Portfolios were developed by each county team. • American Education

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	Mathematics, Science and Global Studies. Infused Technology, Classroom Management, Diversity and Differentiated Instruction into all modules.	address priority areas.	Week Celebration highlighted culmination activities. Video developed, focusing on Utilizing Technology In The Classroom. • A video library of classroom activities was developed for each county. • County Diversity Expositions were held. • Cultural Fair for the community was presented. Overall, the partnership activities implemented have been effective in improving district and school communications, interactions and involvement to enhance student achievement.
Northampton County	Develop Training Modules in Reading, Mathematics, Science and Global Studies. Infused Technology, Classroom Management, Diversity and Differentiated Instruction into all modules.	Developed and implemented Professional Action Plans to address priority areas.	Outcomes: • Portfolios were developed by each county team. • American Education Week Celebration highlighted culmination activities. Video developed, focusing on Utilizing Technology In The Classroom. • A video library of classroom activities was developed for each county. • A Science Pacing Guide was developed. Overall, the partnership activities implemented have been effective in improving district and school communications, interactions and involvement to enhance student achievement.

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Warren County	Develop Training Modules in Reading, Mathematics, Science and Global Studies. Infused Technology, Classroom Management, Diversity and Differentiated Instruction into all modules.	Developed and implemented Professional Action Plans to address priority areas.	Outcomes: • Portfolios were developed by each county team. • American Education Week Celebration highlighted culmination activities. Video developed, focusing on Utilizing Technology In The Classroom. • A video library of classroom activities was developed for each county. • Cultural Fair for the community was presented. • Character Education Portfolio's were developed. Overall, the partnership activities implemented have been effective in improving district and school communications, interactions and involvement to enhance student achievement.
Washington County	Develop Training Modules in Reading, Mathematics, Science and Global Studies. Infused Technology, Classroom Management, Diversity and Differentiated Instruction into all modules.	Developed and implemented Professional Action Plans to address priority areas.	Outcomes: • Portfolios were developed by each county team • American Education Week Celebration highlighted culmination activities. Video developed, focusing on Utilizing Technology In The Classroom. • A video library of classroom activities was developed for each county. • County Diversity Expositions were held. • Effective Classroom Management Handbooks were developed. Overall, the partnership activities implemented have been effective in improving district and school

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			communications, interactions and involvement to enhance student achievement.
Bertie County	Develop Training Modules in Reading, Mathematics, Science and Global Studies. Infused Technology, Classroom Management, Diversity and Differentiated Instruction into all modules.	Developed and implemented Professional Action Plans to address priority areas.	Outcomes: • Portfolios were developed by each county team • Teacher Assistant workshops improved self-esteem. • American Education Week Celebration highlighted culmination activities. Video developed, focusing on Utilizing Technology In The Classroom. • A video library of classroom activities was developed for each county. • Cultural Fair for the community was presented. • Effective Classroom Management handbooks were developed. • Character Education Portfolio's were developed. Overall, the partnership activities implemented have been effective in improving district and school communications, interactions and involvement to enhance student achievement.
Randolph County	Develop Training Modules in Reading, Mathematics, Science and Global Studies. Infused Technology,	Developed and implemented Professional Action Plans to address priority areas.	Outcomes: • Portfolios were developed by each county team. • American Education Week Celebration highlighted culmination activities. Video developed, focusing on Utilizing Technology In The Classroom. •

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	Classroom Management, Diversity and Differentiated Instruction into all modules.		A video library of classroom activities was developed for each county. • Cultural Fair for the community was presented. • Effective Classroom Management handbooks were developed. • Character Education Portfolio's Overall, the partnership activities implemented have been effective in improving district and school communications, interactions and involvement to enhance student achievement.
Franklin County	Student Teacher Placement	One (1) student worked 14 weeks at Bunn High School	Specifically: Student completed student teaching requirements.

## **B. Brief Summary of faculty service to the public schools.**

Faculty service to the public schools is exemplified through activities in every academic and support program here at Bennett College For Women. The president of the College in communicating her vision, emphasized greater involvement in service by faculty, staff and students. The President Presents; a series of lectures from persons that inspire and influence, continues to be shared with the Greensboro Community by our President. Students from area elementary, middle and high schools are invited to hear noted speakers throughout the year. Also, Dr. Cole has spoken at numerous activities at the public schools in Guilford County and was the keynote speaker for the Project Soaring High Banquet – Showcase of Educational Excellence. A Bennett College science professor judged 3 local school science fairs, taught hands-on science activities to elementary science teachers and served on a task force to evaluate the secondary school biology curriculum. Professors continue to coordinate service learning projects, serve as tutors, serve on improvement teams and as advisory members. Teacher Education faculty served as workshop presenters in the schools, served as advisers, tutors, mentors, lunch buddies, PTO members, and team taught classes. The SNCAE sponsored workshops and recreational activities at three high schools and four elementary schools. Clearly, Bennett College is committed to supporting the public schools of North Carolina with College-wide support and service. A special endeavor was the summer institute developed by teacher education faculty to provide professional development in the areas of Reading, Mathematics, Science, Global Studies, Classroom Management, Diversity and Technology to more than 300 teachers, teacher candidates and teacher assistants in ten (10) school districts. One faculty member also wrote a grant for one thousand dollars (\$1,000.00) which was funded to create parent involvement activities at an elementary school.

## **C. Brief description of unit/institutional programs designed to support beginning teachers.**

The Bennett College faculty supports beginning teachers through classroom visits, mentorships, and providing resources. Beginning Teachers serve on the Teacher Education Committee as partners to assist with planning and implementation for future teachers. Faculty continue to develop and implement workshops specifically for beginning teachers; Effective Discipline, Parent Involvement and Support, Motivational Reading Activities, Organizing for Instruction, Effective Use of Centers, Working Effectively with Students with Disabilities, Conducting a Science Fair, Every Student Can Write. Faculty visit, observe and assist beginning teachers consistently. Practicum students were assigned to beginning teachers and assisted with tutoring, bulletin boards and clerical tasks. Three faculty members taught in a joint program developed by Greensboro College and Bennett College, The Piedmont Alternative Licensure Program (PAL) which provided direct instruction to the beginning teachers. The Chair of the Department of Curriculum and Instruction at Bennett College is the instructor for the initial course “The Nature of the Learner.” This course introduces the beginning teachers to the profession and to student growth and development as the topic “What Teachers Need to Know and Be Able to Do” is explored. Pedagogy, Classroom Management, Teaching and the Exceptional Child are topics addressed through instruction in the PAL Program. Each year, the PAL Program recognizes the accomplishments of beginning teachers at an Awards Banquet and presents them with a

certificate. A mathematics education professor provided assistance to beginning teachers through the Homework Hotline and by facilitating mathematics at the Middle College at Bennett. An English professor in conjunction with the Dudley High School mathematics specialist coordinated a mathematics workshop and tutorial for student teachers in the Saturday Academy.

#### **D. Brief description of unit/institutional efforts to serve lateral entry teachers.**

In 1998, Greensboro College and Bennett College collaboratively applied for and received a grant to develop a Lateral Entry Program. The Piedmont Alternative Licensure Program (PAL) has operated successfully for seven (7) years, providing an accelerated developmental training program for Lateral Entry Teachers. The program provided instruction in the areas of Classroom Management, Professional Expectations, Technology, Exceptional Children and Self Analysis. The Summer 2006 Cadre include approximately forty (40) Lateral Entry Teachers. Surveys indicated that PAL candidates are highly satisfied with the support and knowledge they receive through the program. Nurturing, coaching, and networking characterize the Greensboro College-Bennett College PAL Program for the year. During the 2005-2006 academic year, Bennett College wrote a grant which was funded to further enhance the training of Lateral Entry Teachers by funding a Lateral Entry Coordinator and the ability to expand services. Last year, the Alternative Licensure Coordinator developed and revised a handbook on Lateral Entry in North Carolina and created a link on the Web page to assist lateral entry candidates. He continues to provide information to the Regional Licensing Centers about the PAL entry programs. In order to assist the public schools employing Lateral Entry Teachers, Bennett College for Women received a grant to assist with developing initial training workshops for Lateral Entry Teachers. Topics include Orientation to Teaching, Classroom Management, Working With Diverse Populations, The Exceptional Child, Assessment and Evaluation and Non-Instructional Duties. The training program is offered to meet the needs of individuals who hold a college degree, employed in a public school and working toward becoming a licensed teacher. Flexible scheduling, intensive supervision and support characterize the initial success of the Initial Training Workshops for Lateral Entry Teachers. Lateral Entry Teachers training continues to be a priority with Bennett College. Information was disseminated to 10 additional school districts during the Project Soaring High Workshops.

#### **E. Brief description of unit/institutional programs designed to support career teachers.**

Career teachers are involved in co-teaching opportunities, recruitment activities and professional development activities at Bennett College. Project Soaring High – Developing High Quality Teaching was designed to assist Career Teachers from 10 targeted school districts in North Carolina. Approximately 250 teachers participated in the 3 workshops focusing on Classroom Management, Reading Mathematics, Science, Diversity Differentiated Instruction and Technology. The Bennett College Children's House, A Five Star Center for three and four year olds, continues to serve as a practicum site for interns from Grimsley High School, Ben Lee Smith High School, and Dudley High School. Pre-Professional Practicum students assist in career-teacher classrooms. Faculty also support career teachers by conducting workshops, volunteering, attending programs, accompanying classes on field trips, serving as guest speakers and as judges for contests.

**F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.**

The Bennett College faculty is committed to assisting schools in their efforts to continue to improve. Faculty members volunteer on a weekly basis, serve as tutors and provide support to teachers. Specifically, Teacher Education faculty have developed workshops designed to assist teachers of at-risk students. Bennett College received a Congressionally directed grant to provide professional development to teachers, teacher assistants and teacher candidates in low-performing, at-risk, and priority school districts. A Fall Educational Seminar was held for four hundred (400) participants, emphasizing strategies to enhance the skills of teachers working with at-risk students. Bennett College students, faculty, staff, administrators and area businesses supported this "initiative" to reach children who may be at greater risk of becoming low performing. Additionally, 18 students from Bennett College worked with a low performing school for nine weeks during the Spring 2006 semester.

**G. Brief description of unit/institutional efforts to promote SBE priorities.**

In keeping with State Board of Education priorities during academic year 2005-2006, Bennett College Faculty has focused on the diversity and HIV training. Candidates in Teacher Education are required to demonstrate competence in working with students and adults in diverse settings. Courses have included more discussions, activities and higher expectations. Faculty have presented and participated in diversity workshops. Further, a National Diversity Workshop was held on the Campus of Bennett College in Spring 2006. HIV/AIDS prevention education emphasizes that teacher education candidates know, understand and use the major concepts in the area of health education to create opportunities for student development and practice of skills that contribute to good health. Teaching HIV prevention through standard-based health education and assessment training was provided to Bennett College Teacher Education faculty through the American Association for Health Education Service Learning Projects, PowerPoint presentations, and student and faculty portfolios reflected information gleaned from the training. Also, a grant has been funded to enhance training and dissemination of information. The Community Impact Project funded by UNCF-SP will team Bennett College students with community partners to increase HIV/AIDS awareness and to develop intervention strategies.

**H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).**

The focused priorities for the academic year 2005-2006 at Bennett College was recruitment, Praxis I and professional development for teacher candidates, beginning and career teachers.

## **Supplemental Information (Optional)**

### **I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.**

During the 2006 academic year, a grant was funded for three (3) years, specifically focused on Praxis I for Teacher Education students. A coordinator was employed to offer Praxis I tutoring three to four times a day and in the evenings. Additionally, the Plato lab software was updated and students were required to participate in weekly lab sessions. Data analysis has not been computed, however; we have had an increase in the number of students taking the test at the sophomore level.

### **J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.**

The Teacher Education Program develops and implements an Annual Recruitment Plan. During academic year 2005-2006, all faculty members within the Department participated in College-Wide recruitment efforts. Activities included updating brochures in each licensure area, setting up information booths, providing the Admissions Office with leaflet information to use at recruitment fairs. Teacher Education faculty visited area high schools and met with guidance counselors and assistant principals to give them information related to Bennett College. Faculty participated in out-of-state recruitment trips, faculty advising and made public speeches to school groups to promote Teacher Education. Faculty representatives also attended recruitment fairs at Guilford Technical Community College. A partnership has been developed with Monroe Community College to encourage students interested in teacher education to attend Bennett College. We continue to participate in joint meetings, distribute brochures and share program requirement information with Guilford Technical Community College students and faculty. Bennett College also submitted a proposal to the Annenberg Foundation (which was funded, effective July 2004) specifically to encourage high school juniors and seniors to consider teacher education as a career. Implementation of grant activities "Budding Bennett Belles" included campus college field trips, workshops and information related to teacher education as a career. At Bennett College, Recruitment is a priority and a continuous endeavor to connect locally while reaching out globally.

### **K. Brief description of unit/institutional special efforts to encourage minority students to pursue teacher licensure.**

Bennett College continues to welcome students of all races, religions and cultures. Yet attracting other races to the College continues to be a challenge despite the many efforts of the Department of Curriculum and Instruction and the Office of Admissions. Cooperative agreements with the Community Colleges have been implemented and collaborative initiatives with the Consortium (area colleges and universities) is ongoing. The "PAL" Program, an alternative licensure program developed and implemented with Greensboro College has been very successful. The 2005-2006 academic year was a groundbreaking success! We recruited a minority Junior Special Education major to Bennett College for Women; hopefully the numbers will increase. The academic year

2006-2007 will be the expansion of the lateral entry program and recruitment of students as well as the continued implementation of the five grants received this year.

**L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.**

Bennett College, “Soaring To The Heights Of Her Potential” – The above theme indicates what we will be about for the next five years. President Johnnetta Cole has committed to “lift” Teacher Education here at Bennett College! The focal point for 2004-2005 was the implementation of the one million (\$1,000,000.00) Congressionally directed grant to enhance the Bennett College Teacher Education Program and to provide professional development for teachers in selected school districts, and the implementation of the Annenberg Grant to develop a Professional Development Academy for teachers and special activities for high school juniors and seniors. A Special Summer 2006 Seminar will be implemented on the campus of Bennett College that will bring middle school and high school girls together to focus on educational issues and explore college life.

## II. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>2</b>
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>3</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
	Part Time			
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
	Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native
Asian/Pacific Islander		0	Asian/Pacific Islander	0
Black, Not Hispanic Origin		0	Black, Not Hispanic Origin	0
Hispanic		0	Hispanic	0
White, Not Hispanic Origin		0	White, Not Hispanic Origin	0
Other		0	Other	0
<b>Total</b>		<b>0</b>	<b>Total</b>	<b>0</b>

**B. Lateral Entry/Provisionally Licensed Teachers**

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)	60	5
Middle Grades (6-9)	5	2
Secondary (9-12)	12	3
Special Subject Areas (k-12)	3	
Exceptional Children (K-12)	8	2
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	88	12
Comment or Explanation		

**C. Quality of students admitted to programs during report year.**

	Baccalaureate
MEAN SAT Total	NA
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	*
MEAN PPST-W	*
MEAN PPST-M	*
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	*
Comment or Explanation	

\* To protect confidentiality of student records, averages based on fewer than four test takers were not printed.

**D. Program Completers (reported by IHE).**

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	N	NC	N	NC
N= #Completing NC=# Licensed in NC				
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	0	0	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	1	1	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	1	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	2	1	0	0
Comment or Explanation				

**E. Scores of student teachers on professional and content area examinations.**

Specialty Area/Professional Knowledge	2004 - 2005 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	2	*
Institution Summary	2	*
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

**F. Time from admission into professional education program until program completion.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree		1				
U Licensure Only			1			
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree						
U Licensure Only						
Comment or Explanation						
N/A						

**G. Undergraduate program completers in NC Schools within one year of program completion.**

<b>2004-2005</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	4	75	50
Bachelor	State	3,446	92	68

**H. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2005 - 2006**

<b>LEA</b>	<b>Number of Teachers</b>
Guilford County Schools	77
Charlotte-Mecklenburg Schools	37
Forsyth County Schools	24
Wake County Schools	14
Durham Public Schools	8
Alamance-Burlington Schools	7
Rockingham County Schools	7
Robeson County Schools	5

**I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.**

Satisfaction with...	Program Completers	Employer	Mentor
quality of teacher education program.	*	*	*
preparation to effectively manage the classroom.	*	*	*
preparation to use technology to enhance learning.	*	*	*
preparation to address the needs of diverse learners.	*	*	*
preparation to deliver curriculum content through a variety of instructional approaches.	*	*	*
Number of Surveys Received	1	2	0
Number of Surveys Mailed	2	2	2

\* Less than five survey responses received. Responses will be held and combined with next year's survey responses.

**Table III. Teacher Education Faculty**

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
1	6	1