

IHE Bachelor Performance Report

Bennett College

2007 - 2008

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), North Carolina Department of Public Instruction (DPI) and the National Council on the Accreditation of Teacher Education (NCATE). Since 1926, Bennett College has had fifteen presidents. Its current president, Dr. Julianne Malveaux, has had a distinguished career as an economist, an author, and a commentator. Described by Dr. Cornel West as "the most iconoclastic public intellectual in the country", Dr. Malveaux's contributions to the public dialogue on issues such as race, culture, gender, and their economic impacts, are helping to shape public opinion in 21st century America. Bennett College is committed to enhancing the potential for every woman enrolled so that the highest degree of success can be achieved. By promoting the acquisition of knowledge in an environment of open inquiry, the College encourages in each student a commitment to life-long learning, technological

competence, morally grounded maturation, and responsible social action in search of justice. Reflecting its dedication to high academic standards, the College diligently promotes excellence in scholarship, research, leadership development, and public service. As a United Methodist Church-related, historically Black college, Bennett welcomes students of all ages, religion and race, educating all to value diversity as an integral part of human culture.

Special Characteristics

Bennett College is the only historical African-American College for Women in the State of North Carolina. The basic philosophy undergirding 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 permeate 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 fifth 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. In September 2008 Bennett College launched the beginning of The Early College at Bennett to be phased into the Middle College effective August 2008-2009.

Program Areas and Levels Offered

Licensure areas offered at Bennett include Elementary Education (K-6), Middle Grades Education-Language Arts and Mathematics (6-8), 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. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
Guilford County	Pre-service Internships	Students are placed in elementary, middle, and high schools for observation, practice and student teaching.	Fifty-seven (57) Pre-Professional Practicum students and ten (10) student teachers worked in fourteen (14) Guilford County Schools.
Guilford County	Recruitment	Students from Middle and High Schools participate in campus projects.	Forty (40) students completed Phase I of Budding Bennett Belles. Budding Bennett Belles are a group of middle and high schools students that met regularly with college faculty for: mentoring, seminars on educational issues, exploring college life and field trips. The project was funded by the Annenberg HBCU School Linkage grant.
Guilford County	Advisory Council	Teachers and Principals serve as advisors for Curriculum and Instruction.	Twelve (12) professionals served on the Teacher Education committee that offered advice to the college on ways to assist the Department of Curriculum and Instruction in preparing facilitators of learning.
Guilford County	Early Childhood and Elementary School Practicum Sites	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.

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Franklin County	Teacher Hired in County	One (1) former student teacher hired as teacher at Bunn High School (Teacher fully licensed through Bennett College)	Student completed student teaching requirements, then hired as a fully licensed teacher high school.

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 former president of the College, in communicating her vision, emphasized greater involvement in service by faculty, staff and students. Bennett College science professors judged local school science fair activities, 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, and 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 county high schools and elementary schools. Clearly, Bennett College is committed to supporting the public schools of North Carolina with College-wide support and service. Bennett College hosted a STEM Fair for Guilford County Schools and NSF Summer Academy. A "Girl's Making It In Science" workshop was also held on the campus to encourage Black females to explore careers in math and science.

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. The Piedmont Alternative Licensure Program (PAL) provides direct instruction to 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 approximately ten (10) 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 2008 Cadre includes approximately forty (40) Lateral Entry Teachers. Surveys indicate 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 and expand services. Information was disseminated to six (6) North Carolina counties. A faculty orientation was held on the Bennett College campus for 2008 PAL faculty. A diversity workshop was held for forty (40) PAL participants on June 25, 2008. The Department Chair at Bennett continues to be a member of the PAL faculty. She also attended the National Alternative Certification Conference along with three (3) other Bennett faculty members. The Chair of the Department was appointed as the North Carolina contact for the National Association of Alternative Certification Advisory Board.

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. During 2007, the community still enjoyed some benefits of Project Soaring High. 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 three (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, 2006 academic year.

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 as requested basis, serve as tutors and provide support to teachers. Specifically in 2007-2008, Teacher Education faculty have developed workshops designed to assist teachers of at-risk students.

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

In keeping with State Board of Education priorities during academic year 2007-2008 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 Diversity Seminar was held on the Campus of Bennett College in Summer 2008. 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 allowed Bennett students to partner with the community to increase HIV/AIDS awareness and to develop intervention strategies. A large percentage of the Community Impact Project activities occurred in Summer 2007 and culminated in Spring 2008.

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 2007-2008 for the Bennett College Teacher Education program was program assessment and faculty recruitment. Due to loss of priority faculty and a new administration the Department of Curriculum and Instruction is in the process of recruiting a faculty, reorganizing the Department and revisioning the Teacher Education program.

Supplemental Information (Optional)

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

During the 2007-2008 academic year, tutorials were held to assist students in reading, mathematics and writing. Also, a two-day Praxis seminar conducted by a noted consultant was held for Bennett College students. Praxis I and II information and practice activities were shared with approximately twenty-five (25) students. Our Praxis library continues to be updated. Students are provided the opportunity to check out materials to assist in reviewing and preparing for Praxis I and II.

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 2007-2008, all faculty members within the Department participated in College-Wide recruitment efforts, at least both Open Houses for high school students. 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 and assisted the Admissions Office with disseminating more than eight hundred letters throughout the United States. 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 for four (4) years, 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) are ongoing. The "PAL" Program, an alternative licensure program developed and implemented with Greensboro College has been very successful. We expanded our partnerships to include Agnes Scott College in Atlanta, Georgia and Converse College in Spartanburg, South Carolina. We are in the process in developing math, science curriculum materials as well as a diversity course to be utilized at the three (3) colleges. The Historically Minority College and University Consortium grant received by the Teacher Education program assisted in expanding our recruitment efforts with minority middle and high school students by providing funds to conduct workshops, seminars and field trips.

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

The revisioning of the Teacher Education program, preparing for NCATE in 2010, recruiting a new faculty and department reorganization are the priority areas for 2008-2009.

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	17
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	17
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
	Total	0	Total	0
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
	Total	0	Total	0
	Total	0	Total	0
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
	Total	0	Total	0

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)	0	0
Elementary (K-6)	7	7
Middle Grades (6-9)	9	9
Secondary (9-12)	5	5
Special Subject Areas (k-12)	7	7
Exceptional Children (K-12)	0	0
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	28	28
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	176
MEAN PPST-W	174
MEAN PPST-M	177
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.28
Comment or Explanation	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	6	0	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	1	2	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	8	2	0	0
Comment or Explanation				

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

	2006 - 2007 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	1	*
Spec Ed: General Curriculum	1	*
Institution Summary	2	*
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	9	0	1	0	0
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Comment or Explanation						

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

2006-2007		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	2	100	50
Bachelor	State	4052	93	66

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2007 - 2008

LEA	Number of Teachers
Guilford County Schools	76
Charlotte-Mecklenburg Schools	32
Forsyth County Schools	26
Wake County Schools	14
Durham Public Schools	9
Cumberland County Schools	8
Alamance-Burlington Schools	7
Franklin County Schools	5
Pitt 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	2	3	2
Number of Surveys Mailed	4	4	4

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

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
4	5	3