

IHE Bachelor Performance Report

Bennett College

2012 - 2013

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 bachelor's 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. Dr. Malveaux has implemented focused area programs: (1) Leadership, (2) Global Diversity and (3) Entrepreneurship. In 2012 – 2013 Dr. Ester Terry served as Interim President. On May 4, 2013 the title of President was conferred by the Board of Trustee to Dr. Ester Terry. Dr. Rosalind Fuse-Hall has been named the seventeenth President.

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 lifelong learners. Bennett College prides itself on the diversity of religions and ethnicities 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.

Program Areas and Levels Offered

Licensure areas offered at Bennett College include Elementary Education (K-6), 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 (SCDE) 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	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Guilford	<p>Improve student achievement in reading and math</p> <p>Quality pre-service teacher preparation</p> <p>Increase teacher candidates experience and application of acquired skills.</p>	<p>Collaboratively work with schools to schedule and provides additional support to students with particular needs.</p> <p>Students were assigned diverse placements</p>	Fall 2011-Spring 2012	<p>39 Bennett student interns participating in their Pre-Professional Practicum experiences tutored and worked with students in math and reading.</p> <p>Students were assigned to the following schools: Martin Dixon Intergeneration House, Middle College at Bennett, Bluford Elementary,</p>	<p>Interns and Cooperating Teachers reported increases success on benchmark testing, weekly class progress and informal testing. Schools noted social and academic progress.</p>

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				Erwin Montessori, Peck Elementary, Washington Elementary, Jones Elementary, Peeler Elementary, Foust, Elementary, Lincoln Academy, and Dudley High School.	
Guilford	Continued the Parent Involvement Institute. Increase parent involvement in elementary and middle schools. Personnel from Guilford County Public Schools and members of the Department of Curriculum and Instruction met for the purpose of discussing ways to increase parent participation and involvement in the educational process especially in high poverty schools and in schools where low achievement is consistently recognized. To meet this need, a Parent Involvement Institute was created. The original purpose of this institute was to	The Institute took place on the campus of Bennett College for Women, May 23, 24 and 25, 2012 from 6:30-7:30pm. Seminars were conducted on topics such as: 1) the process of schooling; 2) how to acquire information from agencies, businesses, and organizations that could help in the education of their children; 3) training and resources to help their children at home; and 4) how to advocate for their children	May, 23-25, 2012	Seventeen parents from the following schools participated: Peck Elementary, Hampton Elementary School, and Bluford Elementary, participated; The 17 families were served, with childcare being provided for 28 children while their parents participated in the Institute. Participants were African American and Hispanic. Peck Elementary School provided an interpreter, school employee, to translate and assist with the language needs of the parents. One Peck administrator also attended. Students were engaged in separate activities during the	A survey was given to parents at the end of the Institute. Overwhelmingly, they rated the seminars as being beneficial to them. They really appreciated packets of information provided on advocacy, Positive Behavior Support, Reading and Math Strategies for at Home Tutoring and Special Needs Students. For some of the participants, it took away the fear of going to school. In fact, a few said that knowing how to advocate made them feel more empowered.

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	<p>provide information, training and support for Supplemental Educational Services (SES) parent participants. The general goals of the program are: 1) to increase awareness among parents regarding ways they can support their children's learning at home, school, and in the community; 2) to improve parent perceptions of schooling and the educational process; and 3) to increase parent involvement and support of schools. The last Supplemental Education Service program provided tutoring in math and language arts for 45 students in grades 4-6.</p>	<p>at school. Parents received a resource guide at the end of the advocacy session. Certificates of attendance for completion of the Institute were given.</p>		<p>parent sessions and presented to their parents during the Celebratory Banquet.</p>	
<p>Guilford County Schools and public school systems across the United States.</p>	<p>Increase ethnic minority middle school girls' interests and participation in science, technology, engineering and</p>	<p>Outreach activities enhanced our visibility in the community and impacted recruitment at the institution.</p>	<p>2010-2012</p>	<p>Approximately 20 students participated in the program. Approximately 30 students participated in the NSF Summer Academy.</p>	<p>Between 23 and 30% of the students who participated in the Academy later enrolled at Bennett and have been retained. Evaluations results indicated that</p>

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	<p>mathematics (STEM) fields. The overall objectives of the HBCU-UP Computational Science Project are to: 1) enhance STEM faculty's technical expertise and scholarly productivity; 2) enrich the curriculum to better prepare students to enter graduate and professional schools, and assume productive careers in new interdisciplinary fields; 3) improve retention through support and enrichment experiences for students, and 4) increase recruitment through outreach activities. The specific objective for the public school partnership part of this project is objective #4.</p>	<p>The activities included: 1) the NSF Summer Academy; The program is designed to introduce students, particularly females to computational science and prepare them for success in mathematics and science courses; and 2) A STEM Fair. The Summer Academy targeted rising high school seniors and students who had been confirmed for admission to Bennett in the upcoming fall. Now in its fourth year of operation, the Academy has attracted students 25 students from all over the country who are interested in a STEM career and who</p>	<p>June 18- 22 2012</p>	<p>Conducted Outreach Symposium with 68 participants on March 13, 2012. Participants included Guilford County Middle and High School Teachers, Administrators, Bennett College Administrators, Faculty and Community Stakeholders.</p> <p>Seventeen Inspiring Stem Stars participated in the 2011 – 2012 Program. They were from Early Middle College at Bennett, Hairston Middle School, Lincoln Academy, Welborn Academy of Science and Technology, Triad Math and Science, and Kiser Math and Science.</p> <p>2012 Entrepreneurship Summer School Program serves 8 participants from Early Middle College at Bennett, Dudley High School and Northeast High School.</p>	<p>the Bennett College visit had a positive impact on students in terms of encouraging them to consider a STEM career and enhanced their perception of Bennett College.</p> <p>Proceedings of the Outreach Symposium were captured at the program and published in a follow-up report. Participants shared in focus groups and submitted input which was compiled in the report.</p>

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		<p>are willing to work hard to earn at least seven college credits. Three Middle school girls from throughout Guilford County visited the campus, participated in workshops offered by STEM faculty, and interacted with Bennett College students. Similarly, the STEM Fair that targeted juniors and seniors in high school involved the students in workshops led by 14 STEM faculty members and introduced them to careers in science.</p>			

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. 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. The Student North Carolina Association of Educators hosted the regional meeting at Bennett College. Clearly, Bennett College is committed to supporting the public schools of North Carolina with College-wide support and service. Bennett College continues to host a number of summer programs to serve not only the community of Greater Greensboro but the communities of the world.

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 members 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, and serving on a variety of committees including the Guilford County STEM Committee. Faculty visit, observe and assist teachers consistently. Practicum students were assigned to teachers and assisted with tutoring, bulletin boards and clerical tasks.

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 eleven (11) 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 2010 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. Information was disseminated to six (6) North Carolina counties. The former 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 former Chair of the Department was appointed as the North Carolina contact for the National Association of Alternative Certification Advisory Board and another faculty member was appointed Regional Coordinator.

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 2009-2010, 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. During 2011-2012, faculty also support career teachers by conducting workshops, volunteering,

attending programs, touring classes, serving as guest speakers, mentoring National Board Candidates and serving as judges for contests, serving on interview committees and collaborating with schools. Personnel from Guilford County Public Schools and members of the Department of Curriculum and Instruction met for the purpose of discussing ways to increase parent participation and involvement in the educational process especially in high poverty schools and in schools where low achievement is consistently recognized. To meet this need, a Parent Involvement Institute was created. The 2011-2012 Parent Involvement Institute was held May 23- 25 on the campus of Bennett College. The original purpose of this institute was to provide information, training and support for Supplemental Educational Services (SES) parent participants. The general goals of the program are: 1) to increase awareness among parents regarding ways they can support their children's learning at home, school, and in the community; 2) to improve parent perceptions of schooling and the educational process; and 3) to increase parent involvement and support of schools. Career teachers provide presentations to teacher candidates and hosted classroom visits and discussion sessions on classroom management, classroom discipline and planning strategies. The Curriculum and Instruction Department continues to utilize classroom teachers as speakers and presenters for instruction and major meetings.

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 various Guilford County School in an effort to increase instructional practices and enhance student achievement. Mathematics, Science and Curriculum and Instruction faculty members continue to provide support and services to partnership schools through the collaboration with Science, Technology, Engineering and Mathematics (STEM) funded programs. The Curriculum and Instruction Department developed and implemented workshops for parents and students of Mission Possible schools. Parent sessions included: literacy strategies, homework tips, summer enrichment activities targeted for at-risk students and special education students. Participants engaged in supervised interactive activities and presented during the closing session. Bennett College's pre-professional practicum students participated in various activities at low performing schools to develop their skills. During the 2011-2013 academic years student teachers were also assigned to mission possible and low performing schools in Guilford County.

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

In keeping with the State Board of Education priorities during academic year 2011-2012 Bennett College Faculty has focused on the revision of the Teacher Education Program, new required state standards, and curriculum revisions. Professional development opportunities were attended by the faculty to increase knowledge and information on the implementation phase of the Common Core. In collaboration with Guilford County Schools and other colleges and universities, the faculty participated in trainings, workshops, conferences, seminars and discussed requirements and changes during monthly department meetings.

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 for the Bennett College Teacher Education program were assessment and program revisions. The Department of Curriculum and Instruction has

recruited new faculty, reorganized the department, examined the curriculum, and focused on increasing student achievement. Professional development has been explored and assessment strategies are being refined. All faculty members are participating in ongoing program assessment, data review, analysis and discussions on the use of data to inform decisions, program planning implementation and the impact on student achievement. The department has revised advising strategies to improve student success.

Supplemental Information (Optional)

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

During the 2011-2013 academic year, tutorials as well as Saturday Workshops continued to be held to assist students in reading, mathematics and writing. 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. Special tutorial sessions are held weekly. Additional lab opportunities were provided to increase practice and increase efficiency on computerized test. Collaboration efforts with the office of Student Affairs provided grant funding to provide scholarships for Praxis II testing.

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. Faculty members within the Department participated in College-Wide recruitment efforts, during Open House events 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 presented to school groups to promote Teacher Education. Faculty representatives also participated in Bennett College transition recruitment efforts with Guilford Technical Community College. We continue to participate in joint meetings, distribute brochures and share program requirement information with Guilford Technical Community College. Assistance and information is provided to graduates to encourage completion of licensure requirements. 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 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 revision of the Teacher Education program, preparing and hosting NCATE in 2011, recruiting additional faculty, department reorganization, and assessment were priority areas for 2012 - 2013.

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	American Indian/Alaskan Native	
	Asian/Pacific Islander	Asian/Pacific Islander	
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	25
	Hispanic	Hispanic	
	White, Not Hispanic Origin	White, Not Hispanic Origin	
	Other	Other	
	Total	Total	25
Licensure-Only	American Indian/Alaskan Native	American Indian/Alaskan Native	
	Asian/Pacific Islander	Asian/Pacific Islander	
	Total	Total	
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	
	Hispanic	Hispanic	
	White, Not Hispanic Origin	White, Not Hispanic Origin	
	Other	Other	
	Total	Total	
Part Time			
	Male	Female	
Undergraduate	American Indian/Alaskan Native	American Indian/Alaskan Native	
	Asian/Pacific Islander	Asian/Pacific Islander	
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	
	Hispanic	Hispanic	
	White, Not Hispanic Origin	White, Not Hispanic Origin	
	Other	Other	
	Total	Total	
Licensure-Only	American Indian/Alaskan Native	American Indian/Alaskan Native	
	Asian/Pacific Islander	Asian/Pacific Islander	
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	
	Hispanic	Hispanic	
	White, Not Hispanic Origin	White, Not Hispanic Origin	
	Other	Other	
	Total	Total	

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

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

	Baccalaureate
MEAN SAT Total	1,231
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	*
MEAN PPST-W	*
MEAN PPST-M	*
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.11
* Less than five student scores. Not reported.	
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	PC	LC	PC	LC
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	6	1		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)	3			
Vocational Education (7-12)				
Special Service Personnel				
Total	9	1	0	0
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2011 - 2012 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	4	*
Institution Summary	4	*
* 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						
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation:						

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

2011-2012		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	9	22	0
Bachelor	State	4,761	92	60

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2012-2013.

LEA	Number of Teachers
Guilford County Schools	66
Charlotte-Mecklenburg Schools	21
Forsyth County Schools	20
Wake County Schools	14
Durham Public Schools	7
Alamance-Burlington Schools	5
Cumberland 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.

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
6	2	1