

IHE Bachelor Performance Report

(Bennett College)

2013 - 2014

Overview of the Institution

Bennett College, founded in 1873 as a coeducational institution, held its first sessions 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, as well as 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. The 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 seventeen presidents. The current president, Dr. Rosalind Fuse-Hall was born in Atlanta, Georgia. She grew up in Fayetteville, North Carolina on the campus of Fayetteville State University, where her father was on the faculty. Dr. Rosalind Fuse-Hall is a 1980 graduate of the University of North Carolina at Chapel Hill where she earned a Bachelor of Science degree in administration of criminal justice. In 1983, she earned her Juris Doctor from Rutgers School of Law, Newark, New Jersey. Dr. Fuse-Hall also studied at Harvard Graduate School of Education in the Institute of Educational Management. Dr. Fuse-Hall has served in higher education in many capacities; as assistant director for minority affairs at St. Lawrence University, as chief of staff to the president and interim executive director of Title III Programs at Florida A&M University, as executive assistant to the chancellor at North Carolina Central University, as associate dean in the College of Arts and Sciences at UNC Chapel Hill, and as corporate secretary to the Board of Governors of the University of North

Carolina system (comprising 17 campuses). The Bennett College community eagerly and officially accepted Dr. Fuse-Hall into our college family in September of 2014.

Special Characteristics

Bennett College is the only historical African-American College for women in the State of North Carolina (There are only 2 in the nation). 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 21st century critical and analytical thinking necessary for students to become productive citizens and lifelong learners. Bennett College prides itself on the diversity of religions and ethnicities among the student body, faculty and staff. At Bennett College, quality 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 as well as personal empowerment. Students will graduate from 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, in addition to the struggle and accomplishments of women. A realization of their own ability opens their minds to the many possibilities they have to 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 the celebration of diversity permeates the delivery of quality instruction in small personable class settings.

Program Areas and Levels Offered

Bennett College offers six bachelor's degrees and one minor degree in three program areas that lead to teacher licensure. Elementary Education (K-6), Special Education (K-12), and Secondary Education-Biology (9-12), English Education (9-12), Mathematics (9-12) and Music (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 County Schools (Middle College at Bennett,	1-Improve student achievement in reading and math	Work collaboratively with schools to schedule and provide additional	Fall 2014-Spring 2015	45 Bennett student interns participated in Pre- field	Interns and staff reported the impact reflected on benchmark testing, weekly class

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Bessemer Elementary, Gillespie Elementary, Peck Elementary, Washington Montessori, Wiley Elementary, and Dudley High School) and Martin Dixon Intergenerational House (child development center located on the campus of Bennett College).	2-Quality pre-service teacher preparation 3-Increase teacher candidates experience and application of acquired skills.	support to LEA students with particular needs. Students were assigned diverse placements		experiences in which they tutored students in math and reading.	progress and informal testing.
Bessemer Elementary School	1- NC public schools will be led by 21st Century professionals. 2- NC public schools will produce globally competitive students.	Field Experience Program/Practicum – Students in introductory level courses complete 15 hours of field experience in our partnership schools.	August 2013- April 2014	7 Teachers, 1 Curriculum Facilitator, 7 college students	College students were provided opportunities to observe teachers and work with students to develop instructional strategies. College students gained classroom experience, assessment opportunity to enhance their future goals. Students in partnership schools received additional

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					classroom experience to increase student learning.
Gillespie Park Elementary School	1- NC public schools will be led by 21st Century professionals. 2- NC public schools will produce globally competitive students.	Field Experience Program/Practicum – Junior level students in methods level courses complete 30 hours of field experience in our partnership schools.	August 2013 – April 2014	4 College students, 5 Classroom teacher, 1 Special education teacher, 1 Curriculum Facilitator	College students gained knowledge of literacy intervention strategies utilized in partnership school (LEA). The LEA gained additional trained administrators of specific intervention protocol who were then able to work with students.
Middle College at Bennett and Dudley High School	1- NC public schools will be led by 21st Century professionals. 2- NC public schools will produce globally competitive students.	Field Experience Program- Secondary Education majors actively observed and implemented lessons with high school students.	August-2013- April 2014	4 Teachers, 4 College students	College students developed knowledge and insight used in their planning and teaching.
Peck and Wiley Elementary Schools	1- NC public schools will be led by 21st Century professionals. 2- NC public schools will produce globally competitive	Fall Semester – Field Experience Program and Spring Semester – Student Teaching	August 2013- April 2014	7 College students, 8 Cooperating Teachers, 1 Curriculum Facilitator	Opportunities were provided to college students in which they gained experience from master teachers using their learning as they transitioned into student teaching the

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	students. 3- NC public school students will be healthy and responsible. 4- 5-				following semester. Coteaching opportunities allowed more individualizing/small group instruction for students in LEA classrooms.
Washington Montessori School	1- NC public schools will be led by 21st Century professionals. 2- NC public schools will produce globally competitive students.	Field Experience Program – College students enrolled in introductory classes completed 15 field experience hours in LEA classrooms.	August 2013- April 2014	10 College students, 10 Cooperating teachers, 1 Curriculum Facilitator	College students were provided opportunities to observe teachers and work with students to develop instructional strategies. College students gained classroom experience, assessment opportunity to enhance their future goals. Students in partnership schools received additional classroom experience to increase student learning.
Martin Dixon Intergenerational Center	1-NC public schools will produce globally competitive students.	Collaboration Initiative (planted a garden, read to classes, art projects, etc.)	January- April 2014	4 teachers, 1 director, 17 pre-service teachers, 60 students	Education majors gained experience in planning and teaching lessons in language arts/literacy and

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	2- Leadership will guide innovation in NC public schools.				science. Preschool students enjoyed collaborative activities and building relationships with pre-service teachers.
GCS Elementary and Middle School Students	1- NC public school students will be healthy and responsible. 2- Leadership will guide innovation in NC public schools.	<i>Sunshine Girls</i> - Modern Dance Group and Academic Tutoring	August 2013-2014	4 college student participants, LEA Teachers, and -20 LEA student participants	College students gained leadership skills by providing healthy/active engagement with LEA students.
GCS Peck Elementary School	1- NC public school students will be healthy and responsible. 2- Leadership will guide innovation in NC public schools.	Program: Sister Share	April 1-30, 2014	7 student teachers 6 LEA teachers, 110 LEA students,	College students enhanced their leadership capabilities while provided participants with strategies to build confidence, self-esteem, and making health choices.
GCS Middle School Students, Middle College at Students, Bennett College	1- NC public school students will be healthy and responsible	Program: AIDS Awareness Series	September 1-30, 2013	Bennett College students, GCS Middle school students and Piedmont Health	GCS students participated in role playing scenarios and dialogue to enhance their knowledge of AIDS.

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Students, and				Services (approximately 50 participants)	
GCS Elementary and Middle School	1- NC public schools will produce globally competitive students.	Academic Support –Reading and Math Tutoring	August 2013- April 2014	15 pre-service teachers - SNCAE service project and 25 GCS students	College students gained experience while enhancing content knowledge and GCS students received individualized instruction toward academic success.
GCS Elementary Students and Shalom Church	1- NC public schools will produce globally competitive students. 2- Leadership will guide innovation in NC public schools.	Pre-service teachers served as reading and math tutors for GCS public school students.	August 2013- April 2014	20 participants (5 pre-service teachers)	College students collaborated with faith-based organization and gained experience while enhancing content knowledge and GCS students received individualized instruction toward academic success.
Guilford County Schools, Charlotte Mecklenburg, Winston-Salem/Forsyth, Rockingham Middle and High School Students	1- NC public schools will produce globally competitive students. 2- Leadership will guide innovation in NC public schools.	Program: Institute for Future Teachers-Middle and High School Students	March 1-31, 2014	Bennett College education majors and prospective education majors (approximately 50 participants)	Bennett College education majors took on a leadership role in developing this institute for prospective students. Prospective students made aware of careers and opportunities in education through active participation.
GCS-	1- NC public	Program: SNCAE	April 1-	SNCAE	School supplies and

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Elementary School (located in High Point, NC)	<p>school students will be healthy and responsible.</p> <p>2- NC public schools will produce globally competitive students.</p> <p>3- NC public schools will be led by 21st Century professionals.</p> <p>4- NC public schools will be governed and supported by 21st Century systems.</p>	Adopt-A-School Project.	30, 2014	members (approximately 17 participants)	materials collected and donated to schools for elementary students.
GCS-Wiley Elementary School	1- Leadership will guide innovation in NC public schools.	Parent Workshop	March-April 2014	Bennett College education majors and parents (approximately 20 participants)	Bennett College Teacher Education Majors served as volunteers for parent workshops at Wiley Elementary School

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

For the 2013-14 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

- a) **All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.**

Understanding the rapid changes with technology, it is our goal at Bennett College for Candidates to remain current in their knowledge of and use with instructional technology. Therefore, as part of the teacher education plan of study students are required to successfully complete technology requirements which are demonstrated through course assignments outlined below:

Teacher candidates must be able to:

- Effectively create and use a variety of online resources to individualize instruction and enhance teaching and learning in the classroom.
- Implement and evaluate the technology-enhanced learning environment to help all students meet curriculum expectations.
- Implement and adapt technology-enhanced curriculum plans to differing learning needs.
- Use assessment results to evaluate the effectiveness of instruction and to modify teaching strategies and plan accordingly.
- Include in own Individual Professional Development Plan (IPDP), the use of technologies and online learning experiences and apply learning to improve practice.

In addition, candidates are taught the social and ethical responsibilities of technology via course readings, lectures, and assignments. Lastly, future plans are to update technology equipment in teacher education classrooms and our simulation lab to provide high-quality, integrated digital teaching and learning to all students.

- b) **Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.**

During the 2013-2014 academic year, general education and specialty area courses assessed students' content, subject matter knowledge and pedagogical understandings. In addition, tutorials, both face to face and electronic, were held to assist students in reading, mathematics (and writing). Our library and technology lab continues to be updated to provide materials and equipment to assist in reviewing and preparing for *Foundations of Reading and General Curriculum licensure exams*. Tutorial sessions are embedded in teacher education courses for the benefit of all majors. Content area computer software programs provide additional lab practice opportunities for students to increase efficiency on test. Collaboration efforts with the Office of Student Affairs (career services) provided grant funding to provide scholarships for licensure testing.

- c) **Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting**

through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.

The use of assessments (formative and summative) as a means of collecting information about student learning and instruction is addressed specifically in our assessment course and its application/practice is embedded in other methods course assignments. Assessment knowledge is again practiced during student teaching as candidates are required to demonstrate their proficiency related to formative and summative assessment as they engage in developing and implementing instructional lessons. Assessment data is collected to profile elementary students' learning and university students' teaching.

d) Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

During the 2013-2014 academic year teacher education majors enrolled in arts related courses to enhance teaching in the elementary classroom. Such courses include: TH 205 Theatre History & Literature, MU 109 Fundamentals of Music, AR 100 Introduction to Visual Arts. Candidates use learnings from these courses in developing lesson plans, thematic units, and activities which are used in partnership schools.

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	14
	Hispanic	Hispanic	
	White, Not Hispanic Origin	White, Not Hispanic Origin	
	Other	Other	
	Total	Total	14
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	
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)		NA
Elementary (K-6)		NA
Middle Grades (6-9)		NA
Secondary (9-12)		NA
Special Subject Areas (k-12)		NA
Exceptional Children (K-12)		NA
Total		
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	*
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-Combined	N/A
MEAN PPST-R	175
MEAN PPST-W	173
MEAN PPST-M	171
MEAN CORE-Combined	N/A
MEAN CORE-R	N/A
MEAN CORE-W	N/A
MEAN CORE-M	N/A
MEAN GPA	3.19
Comment or Explanation:	
*-Less than five scores reported.	

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)	5	2		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	5	2		
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2012 - 2013 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	6	*
Spec Ed: General Curriculum	3	*
Institution Summary	9	56
* To protect confidentiality of student records, mean scores 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				7		
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.

2013-2014		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	10	10	0
Bachelor	State	4,528	86	59

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2013-2014.

LEA	Number of Teachers
Guilford Co Schs	50
Charlotte-Mecklenburg Schs	14
Forsyth Co Schs	13
Wake Co Schs	10
Cumberland Co Schs	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.

Currently waiting on survey results.

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
3	2	3