

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 | 1 |
| | Hispanic | 0 | Hispanic | 0 |
| | White, Not Hispanic Origin | 1 | White, Not Hispanic Origin | 35 |
| | Other | 0 | Other | 0 |
| | Total | 1 | Total | 36 |
| 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 | 1 | White, Not Hispanic Origin | 0 |
| | Other | 0 | Other | 0 |
| | Total | 1 | Total | 0 |
| Graduate | 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 |
| | Other | 0 | Other | 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 | 3 |
| | Other | 0 | Other | 0 |
| | Total | 0 | Total | 3 |
| Graduate | 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 Requesting Program of Study Leading to Licensure | 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) | 11 | 11 | 11 |
| Middle Grades (6-9) | 3 | 3 | 3 |
| Secondary (9-12) | . | . | . |
| Special Subject Areas (k-12) | . | . | . |
| Exceptional Children (K-12) | . | . | . |
| Vocational Education (7-12) | . | . | . |
| Special Service Personnel (K-12) | . | . | . |
| Other | . | . | . |
| Total | 14 | 14 | 14 |
|  Comment or Explanation | | | |
| | | | |

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

| | Baccalaureate | Masters |
|--|----------------------|----------------|
| MEAN PPST-R | 179.65 | |
| MEAN PPST-W | 177.04 | |
| MEAN PPST-M | 179.48 | |
| MEAN CBT-R | 330.63 | |
| MEAN CBT-W | 326.67 | |
| MEAN CBT-M | 325.42 | |
| MEAN GPA | 3.52 | NA |
| MEAN MAT | | NA |
| MEAN GRE | | NA |
| MEAN NUMBER OF YEARS TEACHING EXPERIENCE | | NA |
| NUMBER EMPLOYED IN NC SCHOOLS | | NA |
|  Comment or Explanation | | |
| | | |


D. Program Completers (reported by IHE).

| Program Area | Baccalaureate Degree | | Undergraduate Licensure Only | | Masters Degree | | Graduate Licensure Only | |
|---|----------------------|-----------|------------------------------|----------|----------------|----------|-------------------------|----------|
| | N | NC | N | NC | N | NC | N | NC |
| N= #Completing NC=# Licensed in NC | | | | | | | | |
| Prekindergarten (B-K) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Elementary (K-6) | 17 | 10 | 1 | 1 | 0 | 0 | 0 | 0 |
| Middle Grades (6-9) | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Secondary (9-12) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Special Subject Areas (K-12) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Exceptional Children (K-12) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Vocational Education (7-12) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Special Service Personnel | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 19 | 10 | 1 | 1 | 0 | 0 | 0 | 0 |
|  Comment or Explanation | | | | | | | | |

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

| | 1999 - 2000 Student Teacher Licensure Pass Rate | |
|--|---|-----------------|
| Specialty Area/Professional Knowledge | Number Taking Test | Percent Passing |
| Elementary Education (K-6) | 9 | 78 |
| Language Arts (6-8) | 2 | * |
| Social Studies (6-8) | 2 | * |
| Special Ed: Mental Disabilities | 2 | * |
| School Pass Rate | 15 | 87 |
| PK/PLT | 13 | 85 |
| * 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.

| Full Time | | | | | | |
|---|----------------------|-------------|-------------|-------------|-------------|-------------|
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| U Licensure Only | 12 | 1 | 4 | 2 | . | . |
|  Comment or Explanation | | | | | | |
| | | | | | | |

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

| 2000-2001 | Student Teachers | Percent Licensed | Percent Employed |
|-------------------|------------------|------------------|------------------|
| Bachelor's | 15 | 80.0 | 80.0 |

**H. Top 10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in NC in 2000 - 2001**

| LEA | Number of Teachers |
|--------------------------------|--------------------|
| Gaston | 145 |
| Charlotte-Mecklenburg | 36 |
| Lincoln | 16 |
| Kings Mountain District | 10 |
| Forsyth | 5 |

- I. Satisfaction with 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 Completer | Employer | Mentor |
|---|-------------------|----------|--------|
| the teacher preparation program in general | 3.67 | 3.60 | 3.50 |
| preparation for managing the classroom | 3.56 | 3.40 | 3.00 |
| preparation for using technology as an instructional tool | 3.56 | 3.40 | 3.38 |
| preparation for meeting the needs of diverse learners | 3.67 | 3.60 | 3.50 |
| Preparation in curriculum content and delivery strategies | 3.89 | 3.60 | 3.63 |
| | | | |
| Number of surveys received | 9 | 5 | 8 |
| Number of surveys mailed | 13 | 13 | 13 |

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 |
|---|---|--|
| 5 | 0 | 10 |



IHE Performance Report

2000-2001

Bennett College

IHE Performance Report

Bennett College

2000 - 2001

Overview of the Institution

Bennett College is a 128-year-old private, small liberal arts college for women affiliated with the United Methodist Church. It has authority to offer degrees at two levels-Baccalaureate and Associate. The only historically African-American College for women in the state of North Carolina and one of the two historically black colleges for women in America, Bennett College is located in the southeast section of Greensboro, a rapidly expanding city of over 203,000 people. Bennett College comprises 55 acres of land and, in addition, the college owns 112 acres of land in Sedalia, North Carolina, which is to be developed as a women's research and training center. 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 academics 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, race, educating all to value diversity as an integral part of human culture. Bennett College has an enrollment of approximately 600 women from 33 states, 8 foreign countries and 3 religious denominations

Special Characteristics

Bennett College, "Where Women Are Empowered". 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 and faculty. The student body consists of representation from eight foreign countries and nine religious denominations. The faculty comprised of 58 full time members, includes 15 Caucasians, 2 Hispanics and 4 Asian or Pacific Islanders. Bennett College has an on site Women's Leadership Institute that encompasses five specialist centers; Center for African Women & Women of the African Diaspora, Center for Women and Family Challenge Opportunity Program, Center for Women and Health, Center for Women and Science, Center for Women and Spirituality. 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. Bennett College, Department of Curriculum and Instruction includes the Bennett College Children's House (a laboratory school for four and five year olds), the First Five Star Center in Guilford County.

Program Areas and Levels Offered

Licensure areas offered at Bennett include Elementary Education (K-6), Mathematics Education (9-12), Biology Education (9-12), Music education (K-12), English Education (9-12), and Special Education (LD and MH) (K-12). Additionally, of the approximately 6,500 graduates of Bennett, more than half majored in education; Teaching in 31 states; 2 United States provinces and 6 foreign countries including Sierra Leone, Ethiopia, Bermuda, Ghana, Nigeria, and Germany.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Brief summary of collaborative activities with the public schools (involving faculty exchanges, involvement of public school teachers in design and delivery of curriculum/courses, etc.).

Bennett College collaborates with the public schools through involvement with program development, resource advisement, clinical experiences, partnerships board and committee service, volunteer programs, tutorial projects, curriculum design and curriculum delivery. The Teacher Education Program within the Consortium meets with representatives from Guilford County Schools to plan, implement and maintain continuity and consistency of both state and national standards for educational programs. Bennett has partnered with the Guilford County schools as a member of the NCA&T Professional Development School Collaboration. The Department of Curriculum and Instruction Teacher Education Committee utilizes 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 2000-2001, 116 students completed the Pre-Professional Practicums with classroom teachers in 12 Guilford County Schools. Teacher Education students and Faculty from Bennett in collaboration with Guilford College participate in Project Wild. 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. Bennett College, Greensboro College and Guilford College collaborated in conjunction with Guilford County Schools to develop, submit and implement grants to strengthen technology. Greensboro College and Bennett College have continued the implementation of the 1998-1999 Grant received to train Lateral Entry Teachers. During the 2000-2001 institute, public school principals and teachers from three different school systems served as consultants for the lateral entry training. A Student Teaching Banquet is held annually at Bennett College for 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 (2), volunteering in the schools (6), and members of the PTA. Two Teacher Education faculty members taught courses for Guilford County School Exceptional Child teachers. Another faculty member worked with Middle School teachers to design and implement a reading contest for Middle School students in the Winston-Salem Forsyth County Schools. Further, members of the Teacher Education faculty in collaboration with Winston-Salem/Forsyth County Schools have developed and implemented a Curriculum on Cultural Competence as a part of the Safe Schools Healthy Students Initiative of the Winston-Salem/Forsyth County Schools. A "Reading Together" project was initiated and implemented at a Guilford County Elementary Open School. This project teams faculty, classroom teachers, students, and parents to work toward enhancement of reading skills development for students. Additionally, public school teachers and administrators serve as guest speakers and consultants in social work courses, special seminars, methods courses, and ACES programs.

B. Brief description of efforts to assist low -performing schools.

While there are no low performing schools in Guilford County, Bennett College Teacher Educators are committed to assisting schools in their efforts to continue to improve. Faculty volunteer on a weekly basis at three elementary schools. Pre-Professional Practicum students are assigned to targeted elementary schools and provide daily tutorial assistance. A special project initiated by President Scott: "The Millennium Mentoring Program", target a particular identified neighborhood area school for a special mentors program. Elementary students in grades kindergarten through 5 were assigned a college student or faculty mentor from Bennett College to assist the elementary student academically and socially. Additionally, during 2000-2001, the "Millennium Mentoring Program" expanded to include 42 fifth graders who received special diagnostic prescriptive one-on-one assistance from Bennett College students. A luncheon was held on the campus for all student participants and mentors hosted by Bennett

College students. The MSET program also expanded and served students from 19 states and 11 high schools in North Carolina. The MSET program developed special projects for students from "identified schools" in the areas of mathematics, science and technology. To date, 113 Black, Caucasian, Hispanic, male and female middle and high school students have participated in the MSET program. Further, the Saturday Science Enrichment program served approximately 80 middle and high school students. To augment the existing program and efforts, the Teens Lead summer camp on the campus of Bennett College provided exposure, enrichment and peer mediation skills to middle and high school students. Teacher Education faculty volunteered once a week at a low performing school in Winston-Salem/Forsyth County.

C. Brief description of efforts to ensure technological competence of preservice/in-service teachers.

The conceptual framework developed and implemented in the Department of Curriculum and Instruction includes technology as one of the eight components vital to the development of teachers. Teacher Education majors are required to demonstrate competence in the area of technology. A Computer Applications course was added to the General Education Curriculum in 1999-2000 and is a requirement for all students. The General Methods and Technology (ED 340) course in Teacher Education with continuous updating of activities has proven to be successful in the enhancement of the teaching/learning process. Our student teachers demonstrate skill in the use of Power Point in mathematics, science, reading and social studies methods courses. Student teachers are taught and exposed to knowledge base intended to enable them to develop their own curriculum materials. Materials developed are linked to the North Carolina Standard Course of Study. Further professional practicum students and student teachers developed technology newsletters for public school classes at 12 schools in Guilford County. In-Service Teachers and Administrators focus on technology issues that impact school variables through the Teacher Education Committee. A Faculty Development Center funded by the Bush-Hewlett Foundation was utilized by in-service teachers and teacher education faculty. Two teacher education faculty members taught on-line courses during the 2000-2001 academic year. The Instructional Technology specialist provides pre-service and in-service technology training workshops to students and teachers. Ten faculty workshops and nineteen student workshops were held during the 2000-2001 academic year. In-service teachers, pre-service teachers and faculty utilize the five technology labs on the campus, (Holgate Library, Pfeiffer Science, NASA-MASTAP, Learning Plus, Micro-Lab For Effective Teaching). A Department of Curriculum and Instruction technology newsletter is disseminated to Teacher Education students and faculty. The Bennett College Campus has been "technologically" brought into the 21st century with the implementation of internet capabilities in all buildings and offices; computers accessible to students in 5 technology labs, the Student Union, Admissions, the Business Office and in the Children's House: the laboratory school for 3 and 4 year olds. Workshops included: Putting Your Syllabus on Blackboard, Boot Camp, Computer Basics, and Web Page Development.

D. Brief description of efforts to serve lateral entry teachers.

The 2000-2001 PAL Program was most successful. Approximately 200 candidates applied. Fifty candidates were accepted to the program. PAL Cadre III - 25 students and PAL Cadre IV - 25 students. Bennett College and Greensboro College received a grant in 1998 to develop and implement an Alternative Licensure Program for Lateral Entry Teachers. The Piedmont Alternative Licensure Program (PAL) developed by Bennett College and Greensboro College has been in operation for three years. In 1999 14 teachers completed the program and 11 are teaching in North Carolina school systems (6 in middle school, 2 in high school, and 3 K-12 specialists). Three of the original 14 are not teaching. The PAL II Cadre consisted of 22 candidates from eight Piedmont school districts. In September of 2000 a celebratory dinner was held at Greensboro College to honor and recognize the PAL I and II students, faculty, superintendents, principals and other support personnel for the PAL program. Now in its third year, the Piedmont Alternative Licensure Program has proven to be a successful alternative licensure program for individuals either recently hired or anticipating employment as Lateral

Entry Teachers in the area schools. PAL completes 21 semester hours over a twelve-month period: an independent study, an intensive summer experience, and one course in the fall and spring. These courses appear on the candidates transcripts and incorporate all the state professional studies and advanced technology competencies. The program has increased 300% in two years and a full-time coordinator of alternative licensure and clinical experiences was hired in August 2000. Surveys indicate the PAL candidates are highly satisfied with support and knowledge they receive through the program. Three faculty members from Bennett College continue to teach college courses as a part of the Greensboro College/Bennett College PAL faculty during the summer, fall and spring semesters. Additionally, due to the increasing number of inquiries received regarding Alternative Licensure, a contact person at Bennett College was appointed and an Alternative Licensure Plan developed specifically for those persons interested in pursuing a lateral entry program at Bennett College during the regular academic year. Brochures, applications and information letters were disseminated to persons seeking alternative licensure information and to area school systems. Bennett faculty were included in Lateral Entry Planning sessions at the Department of Public Instruction's Summer Institute and a local Lateral Entry Seminar was held on the campus of Bennett College to define strategies for the second year implementation of the Bennett College Lateral Entry program as it relates to Regional Lateral Entry activities. Eighty-seven Lateral Entry candidates were advised during the 2000-2001 academic year. A grant was submitted in May 2001 to the Carnegie Corporation of New York to assist Bennett College Teacher Education program in its quest to serve Lateral Entry teachers in non-traditional settings.

E. Brief description of special efforts to improve NTE/Praxis scores.

The Bennett College Department of Curriculum and instruction faculty has implemented key strategies to assist teacher education majors to improve their performance on Praxis tests. A personalized Praxis Plan was developed for each student and a Praxis advisor assigned to each Teacher Education major. Tutorial sessions for Learning Plus are coordinated and monitored by a designated faculty member. Conferences are held with each teacher education major and the personalized Praxis IEP plan is discussed and signed by the advisor and the student. The plan include individual tutorial sessions, learning Plus, seminars, workshops and any other activities that will help the student meet Praxis criteria. Also Praxis information from sources such as T.E.S.T.S. (Teacher Education Strategies and Testing Seminars) are forwarded to students as an additional resource. A Praxis Resource Center has been set up in the Micro Lab for Effective Teaching and is available to all education majors. Teacher education faculty and specialty area faculty members make a conscious effort to support, encourage, and celebrate all accomplishments related to Praxis improvement. A praxis seminar, Education 440 has been implemented and is a required course for senior education majors. ETS Test at a Glance Booklets are made available to education majors each semester and the SNCAE continues to sponsor Praxis workshops and to disseminate Praxis information at Education Majors meetings.

F. Brief description of special efforts to recruit students into professional programs leading to licensure.

The faculty members within the Department of Curriculum and Instruction take great initiative toward recruitment. More specifically, a department recruitment plan is developed annually. Definite steps that have been taken toward recruitment include faculty members serving as advisors, participating in College-A-Rama recruitment fairs, visiting six area high schools to meet with high school juniors and seniors to tell them about our program, writing letters and making telephone calls to potential and civic groups. Recruitment brochures are posted on the SNCAE bulletin board located in the Department of Curriculum and Instruction and disseminated nationwide by the Office of Admissions. Each semester, the Department of Curriculum and instruction hosts a recruitment reception for new and continuing education majors. Additionally, the Department of Curriculum and instruction works closely with the Admissions Office to foster recruitment efforts of the College. The MSET program at Bennett College (which has as one of its goals to maintain or surpass the state current level of

production of underrepresented minority Mathematics, Science and Engineering Baccalaureate Degrees) expanded its outreach to 11 high schools in North Carolina and 19 states. Recruitment brochures were distributed to 90 schools in Guilford County followed by Teacher Education faculty speaking to student groups in 9 schools and reaching 12 counties in North Carolina. The Alumnae Associations were contacted and Teacher Education brochures were distributed through Bennett Alumnae Chapters. Further, alumnae assist college recruiters as they visit high schools throughout this nation promoting programs at Bennett College. Sororities and fraternities are also disseminating information about the programs at Bennett College. Additionally, "Teaching Belles", an organization promoting Teacher Education at Bennett College and pairs an instructor with a future teacher had 34 teams in 2001 and has a goal of 80 teams for 2002.

G. Brief description of special efforts to encourage minority students to pursue teacher licensure.

Bennett College welcomes 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 Office of Admissions and the Department of Curriculum and Instruction. Visits have been made to the Cherokee Reservation in North Carolina; Cooperative Agreements with Community Colleges with large numbers of Caucasian populations have increased. Teacher Education scholarship lists are posted and disseminated. The Department of Curriculum and Instruction continues its collaborative initiatives with Greensboro College and the "PAL" Program where approximately 200 candidates applied for admission to this alternative licensure program developed by Greensboro College and Bennett College. The MSET enrichment program attracted both Caucasian and Hispanic students. During the 2000-2001 summer program, the MSET program at Bennett College included students from 19 states 1.45% Indian, 4.35% Asian, 10.15% Caucasian and 84.05% African American. Faculty members assisted the Teacher Education program by speaking to area high school Hispanic students regarding programs at Bennett College and through participation in public school activities promoting Bennett College. A major positive strategy for the Bennett College Teacher Education Program was the approval of the Teacher Education Committee that all senior Teacher Education majors be required to take the North Carolina licensure exams prior to graduation. With the licensure requirement for Bennett College Teacher Education majors implemented in 1999-2000, Bennett College Teacher Education graduates are now taking and meeting the North Carolina Licensure requirements.

H. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in this section.

Bennett College Teacher Education faculty expanded their recruitment efforts to include more active involvement from former Bennett graduates. The "Teaching Belles" provided extensive outreach and numerous avenues to assist in the teaching/learning process as well as financial support for special projects. The SNCAE continues to be an integral part of professional development for education majors; projects include Praxis workshops, volunteer projects in the community, and support to faculty. Bennett College Teacher Education methods faculty is teaming with the Departments of Mathematics and Science to team-teach Mathematics for Teachers and Methods of Teaching Science. With the implementation of the new technology on the campus of Bennett College, we are anticipating expanded academic activities in all subject areas.

I. Brief description of efforts designed to support beginning teachers.

The Bennett College Teacher Education faculty have assisted and supported beginning teachers through providing one-on-one mentorship and advisement, conducting workshops on Classroom Management, Exceptional Children and Reading. Beginning teachers utilize the Bennett College Curriculum Center and the Micro-Lab for Effective Teaching for resource materials. Beginning teachers receive the "Enterprise Zone", developed specifically for

teachers by the Department of Curriculum and Instruction to share areas of expertise with teachers. Beginning teachers partner with Teacher Education faculty and parents to tutor students in the "Reading Partners" Program. Beginning teachers serve on the Teacher Education Committee as partners who assist with program planning and implementation for future teachers. Faculty have been involved with orientation for beginning teachers in the school districts. Faculty have assisted beginning teachers with implementing workshop strategies in their individual classrooms. The Teacher Education faculty has developed a partnership with an area Guilford County School comprised of 80% beginning teachers. A Reading Partners Program was implemented, Parent Workshops were developed and Classroom Management techniques are being piloted. A "Language arts Challenge" program was implemented at an elementary school. Five Bennett College Pre-Professional Practicum students were assigned to 10 beginning teachers the second semester 2001. They completed 75 hours of service with teachers and students to help enhance the language arts skills of students. "Teaching Belles", an organization supporting future teachers at Bennett College, has 19 beginning teachers who are active members. Teacher Education faculty have been appointed to mentor teams (ILT) for beginning teachers, faculty have assisted specific beginning teachers with developing and implementing classroom management plans. Further, Teacher Education faculty visit and observe beginning teachers as personal follow up. Beginning teachers have received the "Enterprise Zone" developed for presentations and outlining expertise areas that faculty can share with the beginning teacher. Pre-Professional practicum students assigned to beginning teachers assist with tutoring, bulletin boards and provide clerical assistance. Two beginning teachers have been appointed to the Teacher education Committee to assist with planning and decision making for future teachers.

J. Brief description of efforts designed to support career teachers.

The Faculty Development Center at Bennett College, as well as the Micro-Lab for Effective Teaching and the Curriculum Materials Center are resources utilized by career teachers from the public schools. Department faculty taught workshops for Exceptional Child teachers in Guilford County and developed 9 workshops for teachers collaborating with Winston-Salem/Forsyth County Schools. Pre-Professional Practicum students assist in classrooms and along with faculty, serve as volunteers guest speakers, judges for contests, and as consultants. Orientation/training workshops were held with cooperating teachers. Science faculty offered a variety of workshops through the NASA opportunities for Visionary Academics Grant and the MSET program included approximately 27 classroom teachers in the 2001 summer program. Further, two science faculty members of Sigma XI and a psychology faculty member developed, produced, distributed and scored the Sigma XI puzzle that was utilized by all schools in the Guilford County system. Additionally, our resident State Representative, Alma Adams, presented a school discussion on "How Laws Are Made" for fifth grade students at Lindley Elementary School. One Teacher Education faculty member serves on a task force specifically designed to make presentations and facilitate workshops on strategies and techniques that address behaviors and learning style of African American students. During 200-2001 approximately 200 administrators, teachers and support personnel attended the two-day session. Career teachers are involved in co-teaching opportunities, recruitment activities and numerous professional development opportunities. The Bennett College Children's House, a laboratory school for three and four year olds and the first "Five Star" center in Guilford County serves a practicum site for teachers at Dudley High School, Grimsley High School, Greensboro College, Guilford Technical Community College, specifically Early Childhood and Vocational courses. Department faculty continue to conduct workshops for teachers, serve as volunteers, write grants and assist teachers with revising curriculum requirements as needed. Career teachers received additional support from faculty via service as guest speakers, judges, tutors and as after-school homework consultants.

K. Brief summary of faculty involvement in the public schools. How are faculty involved? Are all your SCDE faculty involved? Are faculty from the arts and sciences involved?

Bennett College is committed to supporting the public schools of North Carolina and the immediate piedmont area. College-wide support and service is consistently provided to the public schools. Faculty in Teacher Education and in the Arts and Sciences are heavily involved in the public schools as PTA members, members of boards, task forces and committees, school improvement teams, mentors, tutors, advisory board members, and as volunteers. Faculty conduct workshops, judge science fairs, conduct athletic clinics, serve as guest speakers, assist with the "Kids Voting Project", "the Spanish Program", "Black Males", and "The Lunch Buddy" program. Faculty members serve as surrogate parents and recruit school volunteers. The Department of Humanities sponsored a musical recital for elementary and middle school students on the campus of Bennett College. An arts professor and state representative presented a slide show "African American Art" to public school students and families, held a discussion on "How Laws Are Made" at an elementary school and hosted a group of Special Education students from Southwest High School, Greensboro, North Carolina at the General Assembly in Raleigh. The Department of Sciences presented numerous service-learning workshops at Dillard Elementary School and as a part of the "NASA Opportunities for Visionary Academics." Two science professors developed, produced, distributed and scored the Sigma XI (national science research society) puzzle contest for all public schools in the Guilford County System. A Political Science professor conducted a workshop for parents at Pilot Elementary School "How to Raise Compassionate Children In Challenging Times." The Millennium Mentoring Project continues to provide an area elementary school with faculty mentors from the entire College and the student body. The Department of Social Work faculty participate in "Action Greensboro" and as a part of that task force, assisted in raising funds for the Guilford County Schools. The Teacher Education faculty committed one full day to evaluate senior project presentations at Dudley High School. The Vice President for Academic Affairs conducted a "Diversity Workshop" at Madison Elementary School and served as a member of the Audrey Lee Brooks Scholarship Committee for the Alamance-Burlington School System. Bennett College was the first area college where the newly appointed Superintendent of Guilford County Schools shared his vision for the public schools of Guilford County. The superintendent was invited to address the Teacher Education faculty and students as a project component of the Education Foundation course. Additionally, one Teacher Education member serves on a task force with the Winston-Salem/Forsyth County Schools, "Safe Schools Healthy Students." The project provides information and teaching on the history and current status of African American and Hispanic cultures, education, sociology, psychology, family life, specific male behaviors and economic development. During the 2000-2001 conference, approximately 200 administrators, teachers and support personnel attended the two-day session.

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 | 26 |
| | Hispanic | 0 | Hispanic | 0 |
| | White, Not Hispanic Origin | 0 | White, Not Hispanic Origin | 0 |
| | Other | 0 | Other | 0 |
| | Total | 0 | Total | 26 |
| 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 |
| Graduate | 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 |
| | Other | 0 | Other | 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 |
| | Total | 0 | Total | 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 |
| Graduate | 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 Requesting Program of Study Leading to Licensure | 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) | 39 | 39 | 2 |
| Middle Grades (6-9) | 15 | 15 | 4 |
| Secondary (9-12) | 11 | 11 | 3 |
| Special Subject Areas (K-12) | . | . | . |
| Exceptional Children (K-12) | 22 | 22 | 2 |
| Vocational Education (7-12) | . | . | . |
| Special Service Personnel (K-12) | . | . | . |
| Other | . | . | . |
| Total | 87 | 87 | 11 |
|  Comment or Explanation | | | |
| | | | |

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

| | Baccalaureate | Masters |
|---|----------------------|----------------|
| MEAN PPST-R | 175.57 | |
| MEAN PPST-W | 175.29 | |
| MEAN PPST-M | 170.86 | |
| MEAN CBT-R | 325.71 | |
| MEAN CBT-W | 320.84 | |
| MEAN CBT-M | 322.14 | |
| MEAN GPA | 3.21 | NA |
| MEAN MAT | | NA |
| MEAN GRE | | NA |
| MEAN NUMBER OF YEARS TEACHING EXPERIENCE | | NA |
| NUMBER EMPLOYED IN NC SCHOOLS | | NA |
| | | |
|  Comment or Explanation | | |
| | | |


D. Program Completers (reported by IHE).

| Program Area | Baccalaureate Degree | | Undergraduate Licensure Only | | Masters Degree | | Graduate Licensure Only | |
|--|----------------------|----------|------------------------------|----------|----------------|----------|-------------------------|----------|
| | N | NC | N | NC | N | NC | N | NC |
| N= #Completing NC=# Licensed in NC | | | | | | | | |
| Prekindergarten (B-K) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Elementary (K-6) | 9 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Middle Grades (6-9) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Secondary (9-12) | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Special Subject Areas (K-12) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Exceptional Children (K-12) | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Vocational Education (7-12) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Special Service Personnel | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 14 | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
|  Comment or Explanation | | | | | | | | |

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

| | 1999 - 2000 Student Teacher Licensure Pass Rate | |
|--|---|-----------------|
| Specialty Area/Professional Knowledge | Number Taking Test | Percent Passing |
| Elementary Education (K-6) | 2 | * |
| School Pass Rate | 2 | * |
| PK/PLT | 3 | * |
| * 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.

| Full Time | | | | | | |
|---|----------------------|-------------|-------------|-------------|-------------|-------------|
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | 1 | 2 | 3 | . | . | . |
| U Licensure Only | . | . | . | . | . | . |
| Masters Degree | . | . | . | . | . | . |
| G Licensure Only | . | . | . | . | . | . |
| Part Time | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | . | . | . | . | . | . |
| U Licensure Only | . | . | . | . | . | . |
| Masters Degree | . | . | . | . | . | . |
| G Licensure Only | . | . | . | . | . | . |
|  Comment or Explanation | | | | | | |

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

| 2000-2001 | Student Teachers | Percent Licensed | Percent Employed |
|------------|------------------|------------------|------------------|
| Bachelor's | 7 | 42.9 | 42.9 |

H. Top 10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in NC in 2000 - 2001

| LEA | Number of Teachers |
|-----------------------|--------------------|
| Guilford | 84 |
| Charlotte-Mecklenburg | 37 |
| Forsyth | 27 |
| Wake | 17 |
| Durham Public | 12 |
| Alamance-Burlington | 11 |
| Cumberland | 11 |
| Robeson | 6 |
| Vance | 6 |
| Gaston | 5 |

I. Satisfaction with 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 Completer | Employer | Mentor |
|---|-------------------|----------|--------|
| the teacher preparation program in general | 1.00 | | 4.00 |
| preparation for managing the classroom | 2.00 | | 4.00 |
| preparation for using technology as an instructional tool | 3.00 | | 4.00 |
| preparation for meeting the needs of diverse learners | 3.00 | | 4.00 |
| Preparation in curriculum content and delivery strategies | 1.00 | | 4.00 |
| | | | |
| Number of surveys received | 1 | | 1 |
| Number of surveys mailed | 3 | 3 | 3 |

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 | 3 |



IHE Performance Report

2000-2001

Campbell University

IHE Performance Report

Campbell University

2000 - 2001

Overview of the Institution

Campbell University is a university of the liberal arts, sciences, and professions committed to helping students develop an integrated Christian personality characterized by: a method of critical judgment; an appreciation of our intellectual, cultural, and religious heritage; and a sensitive awareness to the world and society in which they live and work. Campbell University, founded in 1887, is the second largest Baptist University in the world, the second largest private institution in North Carolina, and is affiliated with the Baptist State Convention of North Carolina. Both in and out of the classroom, University faculty seek to model Christian principles to students and to foster their application to daily life. The purpose of Campbell University arises out of three basic theological and Biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ, all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University is made up of six schools: The School of Arts and Sciences; The School of Education; The School of Pharmacy; The Lundy-Fetterman School of Business; The Norman Adrian Wiggins School of Law; and The Divinity School. Seven undergraduate degrees are offered: Bachelor of Applied Science; Bachelor of Arts; Bachelor of Science; Bachelor of Health Sciences; Bachelor of Business Administration; Bachelor of Social Work; and the Associate in Arts degree.

Special Characteristics

While Campbell University School of Education prepares teachers for a variety of settings in the Public Schools, one unique characteristic of the student population is that many of them usually teach in rural settings. The program is geared to prepare students for that setting, as well as the more urban communities. All faculty pride themselves on their student orientation and personalization reflected in the advisement and one-on-one student interaction. The size of the program facilitates this aspect, which is considered a strength of the program. Programs are available for holders of bachelor's degrees who wish to earn initial licensure prior to obtaining the M.ED. and graduate licensure. The initial phase of these programs is comprised of a graduate level professional sequence and student teaching. The remaining graduate courses leading toward the M.Ed. may be taken while teaching. Faculty also model the integration of faith and learning in their classes and in their professional roles.

Program Areas and Levels Offered

Campbell University offers licensure at the undergraduate level in the following area: Elementary Education (K-6), Middle Grades Education (6-9) with concentrations in Language Arts and Social Studies, Secondary Education (9-12) in the areas of English, Mathematics, Biology, and Comprehensive Social Studies, Vocational Education (7-12) in Family and Consumer Sciences, and Special Subjects (K-12) in the areas of Physical Education, Music, French, and Spanish. Graduate Level tracks are offered in: Elementary Education (K-6), Middle Grades Education (6-9) with a concentration in Language Arts or Social Studies, Secondary Education (9-12) areas of English, Mathematics, and History, Special Subjects (K-12) in Physical Education, and Special Service Personnel (K-12) in the areas of School Counseling and School Administration.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Brief summary of collaborative activities with the public schools (involving faculty exchanges, involvement of public school teachers in design and delivery of curriculum/courses, etc.).

Campbell University collaborates with nine school systems to provide field experience placements for students. Ten education faculty supervise those field experiences collaboratively with cooperating teachers and supervisors, who provide program evaluation through a survey at the end of each field experience semester. Representatives from Harnett, Johnston and Wake County Schools serve on NCATE 2002 committees. Ms. Robin Little, Johnston County Schools, continues to be a member of our Teacher Education Committee. The America Reads program provides Campbell students with opportunities to tutor in Harnett County Schools. Dr. Goodwin participated in a number of activities with Wake County Schools, including assisting with centers in the classroom, and field day activities. Dr. Durham served as guest science teacher in elementary classrooms. In addition, her graduate students in research conduct action research projects addressing issues of concern to surrounding public school systems. Dr. Morrison served on the selection committee for the NC Principal of the Year. Dr. Davenport has served as reviewer for NBPTS portfolios for local teachers involved in the NBPTS licensure process, and reviews manuscripts submitted for publication in the NC Journal of Teacher Education. Dr. Calloway serves on the Even Start Council in Harnett County and the Harnett County School Health Alliance. She has worked collaboratively with an elementary counselor in Buies Creek and Angier Elementary Schools to provide appropriate activities for young children whose parents were participating in Parenting classes. Dr. Engel serves as teacher for web-based social studies courses for Cumberland County's Web Academy. The SOE provides office space for Donna Stewart, Harnett County Teacher on Loan to NCDPI, developing web-based materials available online to fifth-grade teachers. She has worked collaboratively with staff to identify students for field testing materials and with graduate students to collect data and materials for use in the project. Drs. Calloway and Moxley coordinated student evaluators for the statewide conferences for FACS students.

B. Brief description of efforts to assist low -performing schools.

There is not a low-performing school within easy commuting distance of Campbell University. Efforts have been made to assist schools in Harnett County in specific areas of weakness. The America Reads program provides tutors for students in schools that had low reading scores. Technology has been a major concern in Harnett County. Dr. Durham has worked with Harnett County to facilitate technology workshops using the School of Education Technology Classroom. Implementation of a recently-funded grant involves Campbell faculty and students working with faculty and students in the Harnett County Alternative School. Drs. Durham and Hunt have served as consultants to the project. Assistance has been provided to teachers in the area to help with the preparation of grant proposals. Dr. Johnson worked with low-performing schools in Hertford County, assessing and serving as consultant in the literacy component of their programs.

C. Brief description of efforts to ensure technological competence of preservice/in-service teachers.

The Technology Strategic Plan adopted in 1999 has enabled the SOE to annually assess technology resources and update software and equipment in accordance with the requirements of that plan. Currently the School of Education provides two instructional/application technology laboratories. One dual platformed (Macintosh and IBM) laboratory serves as a software review and word-processing center housing 12 workstations. The other multi-purposed laboratory contains 30 IBM workstations and houses state-of-the-art equipment, a multimedia production center, resources for data collection and analysis, and

workstations that accommodate the needs of exceptional and physically challenged learners and faculty. The laboratory provides students access to software used in area schools and a wide range of content-specific resources. Education students are given priority in the use of this laboratory. A committee consisting of Campbell faculty and area educators provides ongoing monitoring and evaluation of resources and practices in terms of their appropriateness for preparing education majors. On a campus-wide basis faculty teaching in the education degree programs are involved in assisting education majors in the use of instructional technology. During the past year many of these individuals participated in workshops, postgraduate courses and conferences to ensure and improve their ability to appropriately address technology-based learning. Two technology courses at the undergraduate and one at the graduate level are required of students in licensure tracks. Through these and other courses in the degree programs, students must satisfactorily master state-adopted technology competencies to successfully complete required classes. Students engaged in field experiences are required to design and implement technology-based learning experiences under the supervision of college personnel and cooperating teachers. These students must provide evidence of the infusion of technology into practice in the portfolios documenting their field experiences. Plans are progressing to assign relevant technology competencies to each required course. This will offer the advantages of infusion of technology, as well as multi-faculty assessment of competence.

D. Brief description of efforts to serve lateral entry teachers.

Dr. Samuel Engel serves as Lateral Entry Coordinator, developing plans of study for licensure-only programs, or the A-Plus Masters Program. The A-Plus-Masters program allows students to take courses in the late afternoons and evenings that lead to initial licensure and ultimately to a master's degree. Lateral entry teachers are able to complete all education courses during the afternoons and evenings and stay in their own classrooms, utilizing their mentor as cooperating teacher, to complete the student teaching semester. This provides these students with direct feedback in their own classrooms and provides a vehicle for direct input by university faculty into public school programs, as well as input into School of Education programs by public school personnel. The SOE has worked with the NC Model Teacher Education Consortium to provide on-campus and off-campus courses for lateral entry teachers. Dr. Donna Woolard in exercise science presents Praxis preparatory sessions for physical education students; Dr. James Martin in government and history works individually with lateral entry students to prepare them for the Praxis II Social Studies test. Dr. Betty Davenport coordinates preparation sessions for all education students, including lateral entry teachers.

E. Brief description of special efforts to improve NTE/Praxis scores.

Learning Plus, a software package from Educational Testing Service (ETS), continues to be available to all students to prepare for Praxis I. The writing component of the test is required as a part of EDUC 225: Writing Seminar for all elementary and middle grades majors. All faculty have been encouraged and the School of Education will pay the cost for them to take the Praxis II exam in their specialty studies areas. Many of the faculty have taken Praxis II and have incorporated appropriate information into their classes. For example, the testing format used in Praxis II examinations, such as the constructed response items, is being used for assessment in some classes; study guides have been developed and shared with students; and special study sessions are provided in social studies and physical education. Debriefing sessions are held with students who have taken the tests, with future test takers invited to participate and benefit from the information shared by those students who have recently taken the tests. Mandatory meetings of all undergraduate students seeking licensure are held twice yearly. Requirements for taking the Praxis tests are discussed and written information is distributed to students. Content-specific information regarding tests required, how to register, and cut scores is provided to each Arts and Sciences advisor advising education students. Registration booklets and Tests-At-A-Glance (TAAGS) in all areas are readily available for students use. The Curriculum Materials and Media Center (CMMC) has test preparation

materials for student use and the college bookstore offers these materials for students to purchase. The Middle Grades Education curriculum was revised to include a course in economics, as well as additional courses in Asian History as a means for better preparing students to teach the curriculum in North Carolina Middle Schools, as well as better preparing them for the Praxis II Middle Grades Social Studies test.

F. Brief description of special efforts to recruit students into professional programs leading to licensure.

Content area advisors recruit students in their specific content area. This is done through required department meetings for majors and club meetings. The dean regularly speaks to students and parents when they visit the campus for visitation days and at orientation. The dean meets with admission counselors from the Campbell admissions office to keep them up to date on what licensure areas are offered and other specific information about the School of Education. The admission counselors represent Campbell and the School of Education at College Fairs and other recruiting events. The Dean has also traveled with representatives from the Office of Advancement to dialogue with LEA superintendents and principals regarding programs and opportunities offered in the SOE. Members of the faculty have traveled with admissions counselors to meet with high school counselors in various areas of the state to provide specific information that counselors can take back to their individual high schools. University supervisors frequently share information about programs with school personnel in schools where they supervise field experiences. A fact sheet on the School of Education program areas was developed and is widely distributed. Campbell University sponsors a golf tournament for area superintendents and principals; the Dean of the School of Education attends the luncheon and provides information about the teacher education program. The Friends of the School of Education has a committee that provides suggestions for recruitment activities. The School of Education is working with the North Carolina Model Teacher Education Consortium as one method for recruiting potential teacher education candidates.

G. Brief description of special efforts to encourage minority students to pursue teacher licensure.

The School of Education works collaboratively with public schools that are ethnically rich. Campbell students who are placed in these schools for field experiences serve as ambassadors for Campbell and as role models to the students and provide encouragement to the students to continue their education and consider becoming a teacher. The Campbell University School of Education has a diverse faculty, including Dr. Henry Johnson and Dr. Terri Brown, who are African-American, Dr. Gary Taylor, who is Native American, as well as a healthy balance in gender and religious preferences. Faculty serve as recruiters when they work with students in field experiences. Dr. Johnson works with a local high school in a mentor/mentee initiative to serve as a role model for minority students. Participation in the North Carolina Model Teacher Education Consortium was embraced, in part, to encourage and provide assistance to minority students to pursue teacher licensure at Campbell. These are examples of the low-key initiatives used to encourage minority students to consider entering the field of education.

H. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in this section.

The School of Education is collaborating with Johnston County Schools to provide graduate credit to students enrolled in SOE graduate programs for courses completed in Gifted and Talented Education through Johnston County Schools. Campbell serves as a site for courses offered through the Model Teacher Education Consortium. Campbell is also implementing a 14-week student teaching experience for A-Plus-Masters students that offers nine semester hours of graduate credit. Lateral entry students are allowed to student teach in their own classrooms, using the mentor as the cooperating teacher. A three-stage assessment of teaching competency has been initiated. This uses a portfolio product and incorporates

multiple instructor and cooperating teacher assessments, beginning at the formal entry to a teacher education program with stage 1 assessment, stage 2 assessment at the end of the practicum experience, and culminating in the stage 3 assessment at the end of the student teaching experience.

I. Brief description of efforts designed to support beginning teachers.

A follow-up is conducted each year to determine where graduates are employed. Faculty use this information to contact students individually during their first few years of teaching for assistance with specific problem areas. Faculty are available in the late afternoons to talk with former students informally. Students are given faculty email addresses to facilitate contact. The Curriculum Materials and Media Center, the main library and the technology lab are open and available for and are used by graduates. Contact is maintained with the mentor and ILT coordinators in surrounding counties so that faculty may assist beginning teachers as needed. Graduates are encouraged to join the Friends of the School of Education which can act as a networking group for beginning teachers. The Friends of the School of Education also provides a small scholarship for a graduate student. The School of Education Newsletter is mailed to each graduate as a means of keeping them connected with the SOE. Dr. Durham has begun to build an electronic teacher consortium involving four public school teachers in dialogs with student teachers and their mentors. A new course Supervision of Preservice and Novice Teachers, provides training for mentors and supervisors who will be working with new teachers. This course was offered for the first time in Fall, 2000.

J. Brief description of efforts designed to support career teachers.

Graduate programs are offered in elementary education, middle grades education, secondary education (English, mathematics, social studies), K-12 physical education, School Counseling, and School Administration. Area schools have been provided access to the School of Education computer lab for inservice training. Faculty members have made presentations at conferences on current best practices. The Curriculum Materials and Media Center is available to assist local teachers in doing searches for books, videos, software, and web sites. Local school personnel are encouraged to become members of the Friends of the School of Education. This provides them an opportunity to network with other teachers and School of Education faculty. Faculty in the Music Department provided a workshop for CEU renewal credit for music teachers, as well as workshops in the use of Orff instrumentation in the elementary classroom. The Campbell University Technology Classroom has a satellite connection in place and is an authorized site for downloading professional development activities and courses broadcast from SDPI's Distance Learning facility. We serve as host to Harnett County and Sampson County. Two new courses: EDUC 601, National Board Certification Seminar, and EDUC 678, Supervision of Novice and Preservice Teachers have been developed and were first taught during the 2000 summer and fall semesters, respectively.

K. Brief summary of faculty involvement in the public schools. How are faculty involved? Are all your SCDE faculty involved? Are faculty from the arts and sciences involved?

All SOE faculty members are involved with public schools. Many of the faculty volunteer with their local schools to assist with activities such as field days, testing, developing grant proposals, serving as consultants, teaching actual lessons in classrooms, judging contests, presenting guest lectures, and serving on committees at the school and system level. The faculty regularly assist graduate students in our program, most of whom are teaching in the area, with specific problems and concerns they face in the classroom. Arts and Sciences faculty are regularly involved with public schools. In Social Sciences, Dr. Martin, History and Government, annually teaches a European History Class at Harnett Central High School; Dr. Lloyd Johnson, History and Government, serves as a judge in the History Bowl. The Mathematics faculty host the regional math contest each year. Dr. Everhart serves as a member of the Harnett County Schools Technology Advisory Committee. Biology faculty serve

as judges in local science fairs, present lectures and teach classes in the local schools. The School of Pharmacy sponsored a Step Into Science Workshop involving 16 middle school science teachers and 80 middle school students. The School of Pharmacy and the Departments of Biology and Chemistry implement a disease awareness and prevention program in Harnett Central Middle School, using Pharmacy residents and faculty from biology and chemistry to teach courses to middle school students. The arts faculty conducted workshops for K-12 music, art, and drama teachers, which carried renewal credit. They also hosted the all-county middle school choir, the all-state high school band competition, a band directors' clinic, and the summer band camp. The Fine Arts areas sponsored matinee performances of the NC Symphony, as well as Amahl and The Night Visitors for public school students. The Department of Athletics coordinates the involvement of athletes with public schools, including participation in mentoring programs at Broadway, Angier, and Buies Creek Elementary Schools, and "Shadow An Athlete" days, where students come to campus and are paired with an athlete for a day. English faculty volunteer to read to students in Buies Creek Elementary School, participate in PTO's, and serve on local school committees.

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 | 0 |
| | Hispanic | 0 | Hispanic | 0 |
| | White, Not Hispanic Origin | 7 | White, Not Hispanic Origin | 54 |
| | Other | 0 | Other | 0 |
| | Total | 7 | Total | 54 |
| 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 | 1 |
| | Hispanic | 0 | Hispanic | 0 |
| | White, Not Hispanic Origin | 0 | White, Not Hispanic Origin | 6 |
| | Other | 0 | Other | 0 |
| | Total | 0 | Total | 7 |
| Graduate | 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 |
| | Hispanic | 0 | Hispanic | 1 |
| | White, Not Hispanic Origin | 3 | White, Not Hispanic Origin | 6 |
| | Other | 0 | Other | 0 |
| | Total | 3 | Total | 9 |


| 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 |
| | Total | 0 | Total | 0 |
| Licensure-Only | American Indian/Alaskan Native | 1 | American Indian/Alaskan Native | 0 |
| | Asian/Pacific Islander | 0 | Asian/Pacific Islander | 0 |
| | Black, Not Hispanic Origin | 0 | Black, Not Hispanic Origin | 4 |
| | Hispanic | 0 | Hispanic | 4 |
| | White, Not Hispanic Origin | 11 | White, Not Hispanic Origin | 29 |
| | Other | 0 | Other | 0 |
| | Total | 12 | Total | 37 |
| Graduate | American Indian/Alaskan Native | 0 | American Indian/Alaskan Native | 0 |
| | Asian/Pacific Islander | 0 | Asian/Pacific Islander | 2 |
| | Black, Not Hispanic Origin | 1 | Black, Not Hispanic Origin | 7 |
| | Hispanic | 1 | Hispanic | 1 |
| | White, Not Hispanic Origin | 12 | White, Not Hispanic Origin | 87 |
| | Other | 0 | Other | 1 |
| | Total | 14 | Total | 98 |

B. Lateral Entry/Provisionally Licensed Teachers


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

| Program Area | Number of Requesting Program of Study Leading to Licensure | Number of Issued Program of Study Leading to Licensure | Number Enrolled in One or More Courses Leading to Licensure |
|--|--|--|---|
| Prekindergarten (B-K) | 0 | 0 | 0 |
| Elementary (K-6) | 8 | 5 | 8 |
| Middle Grades (6-9) | 2 | 1 | 1 |
| Secondary (9-12) | 7 | 4 | 5 |
| Special Subject Areas (k-12) | 3 | 2 | 3 |
| Exceptional Children (K-12) | 0 | 0 | 0 |
| Vocational Education (7-12) | 3 | 2 | 3 |
| Special Service Personnel (K-12) | 6 | 5 | 6 |
| Other | 0 | 0 | 0 |
| Total | 29 | 19 | 26 |
|  Comment or Explanation | | | |
| | | | |

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

| | Baccalaureate | Masters |
|---|----------------------|----------------|
| MEAN PPST-R | 181 | |
| MEAN PPST-W | 177 | |
| MEAN PPST-M | 181 | |
| MEAN CBT-R | 330 | |
| MEAN CBT-W | 325 | |
| MEAN CBT-M | 327 | |
| MEAN GPA | 3.12 | 3.27 |
| MEAN MAT | | 23.94 |
| MEAN GRE | | 372.84 |
| MEAN NUMBER OF YEARS TEACHING EXPERIENCE | | NA |
| NUMBER EMPLOYED IN NC SCHOOLS | | NA |
| | | |
|  Comment or Explanation | | |
| | | |


D. Program Completers (reported by IHE).

| Program Area | Baccalaureate Degree | | Undergraduate Licensure Only | | Masters Degree | | Graduate Licensure Only | |
|---|----------------------|-----------|------------------------------|-----------|----------------|-----------|-------------------------|----------|
| | N | NC | N | NC | N | NC | N | NC |
| N= #Completing NC=# Licensed in NC | | | | | | | | |
| Prekindergarten (B-K) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Elementary (K-6) | 23 | 20 | 9 | 8 | 8 | 8 | 0 | 0 |
| Middle Grades (6-9) | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 |
| Secondary (9-12) | 7 | 4 | 3 | 2 | 1 | 1 | 1 | 1 |
| Special Subject Areas (K-12) | 7 | 5 | 1 | 1 | 0 | 0 | 2 | 2 |
| Exceptional Children (K-12) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Vocational Education (7-12) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Special Service Personnel | 0 | 0 | 0 | 0 | 3 | 2 | 1 | 1 |
| Total | 37 | 29 | 14 | 12 | 12 | 11 | 4 | 4 |
|  Comment or Explanation | | | | | | | | |
| | | | | | | | | |

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

| 1999 - 2000 Student Teacher Licensure Pass Rate | | |
|---|---------------------------|------------------------|
| Specialty Area/Professional Knowledge | Number Taking Test | Percent Passing |
| Biology | 1 | * |
| Elementary Education (K-6) | 24 | 100 |
| English | 1 | * |
| Family & Consumer Sciences | 2 | * |
| Language Arts (6-8) | 1 | * |
| Mathematics (9-12) | 3 | * |
| Music | 2 | * |
| Physical Education | 2 | * |
| Social Studies (6-8) | 3 | * |
| Social Studies (Comprehensive) | 1 | * |
| School Pass Rate | 40 | 95 |
| PK/PLT | 38 | 97 |
| * 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.

| Full Time | | | | | | |
|---|----------------------|-------------|-------------|-------------|-------------|-------------|
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | 21 | 11 | 1 | 0 | 0 | 4 |
| U Licensure Only | 0 | 0 | 1 | 0 | 0 | 0 |
| Masters Degree | 0 | 0 | 0 | 0 | 0 | 0 |
| G 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 | 1 | 0 | 0 |
| U Licensure Only | 5 | 2 | 0 | 1 | 1 | 0 |
| Masters Degree | 1 | 2 | 0 | 3 | 0 | 2 |
| G Licensure Only | 0 | 0 | 0 | 0 | 0 | 0 |
|  Comment or Explanation Processing time for the Application for Formal Admission to Teacher Education sometimes results in creating the appearance that some students may have completed program requirements in three semesters or less. In fact, requirements for admission are generally met by the beginning of the junior year. | | | | | | |

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

| 2000-2001 | Student Teachers | Percent Licensed | Percent Employed |
|------------|------------------|------------------|------------------|
| Bachelor's | 44 | 88.6 | 68.2 |

H. Top 10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in NC in 2000 - 2001

| LEA | Number of Teachers |
|------------|--------------------|
| Harnett | 410 |
| Cumberland | 242 |
| Wake | 230 |
| Johnston | 213 |
| Lee | 141 |
| Sampson | 135 |
| Wayne | 82 |
| Onslow | 43 |
| Robeson | 41 |
| Nash | 40 |

I. Satisfaction with 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 Completer | Employer | Mentor |
|---|-------------------|----------|--------|
| the teacher preparation program in general | 3.71 | 3.58 | 3.93 |
| preparation for managing the classroom | 3.71 | 3.42 | 3.47 |
| preparation for using technology as an instructional tool | 3.44 | 3.33 | 3.53 |
| preparation for meeting the needs of diverse learners | 3.65 | 3.33 | 3.53 |
| Preparation in curriculum content and delivery strategies | 3.76 | 3.58 | 3.60 |
| | | | |
| Number of surveys received | 17 | 12 | 15 |
| Number of surveys mailed | 30 | 30 | 30 |

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 |
|---|---|--|
| 10 | 2 | 4 |