

IHE Bachelor Performance Report

Elon University

2007 - 2008

Overview of the Institution

Elon University is a comprehensive, coeducational, residential university located in the heart of the Piedmont near Burlington, North Carolina. Founded in 1889, Elon offers its 4,939 undergraduates a dynamic academic program, featuring a solid liberal arts education as well as excellent professional programs in business, communications, and education. Elon also is a national leader in experiential education. Students regularly connect knowledge with experience in programs such as study abroad, internships, research, service learning, and leadership. With 50 undergraduate majors, an average class size of 22, a 14-1 student-faculty ratio, and world-class facilities, Elon provides an ideal learning environment where students are encouraged to investigate for themselves and become independent learners. Elon faculty are devoted to teaching and are accessible to their students. Eighty-four percent of the full-time faculty hold the highest degrees in their fields. Elon's distinctive programs and learning styles have received national recognition. For the 7th year in a row, the National Survey of Student Engagement (NSSE) named Elon one of the top universities in the nation in engaging students in learning. In the survey, students gave Elon high marks in five (5) categories: level of academic challenge, active learning, interaction with faculty, enriching educational experiences, and supportive campus environment. In addition, Elon is ranked 2nd among 119 Southern regional colleges and universities in the 2008 edition of U.S. News & World Report's "America's Best Colleges." The Princeton Review lists Elon among the nation's top schools in its 2007 The Best 361 Colleges guide. Additionally, Newsweek-Kaplan's 2006 college guide names Elon one of the nation's "hottest colleges" and the hottest school for student engagement. The 2008 edition of the Fiske Guide to Colleges lists Elon among 26 of the nation's "best buy" private colleges and universities. Elon offers students exciting opportunities and academic challenge with six (6) selective, four-year Fellows programs. These include Honors Fellows, Elon College Fellows (arts and sciences), Journalism and Communications Fellows, Isabella Cannon Leadership Fellows, Business Fellows, and the North Carolina Teaching Fellows. Outside the classroom, Elon students have many opportunities to put their learning into practice and grow personally. The university competes in 16 intercollegiate men's and women's sports in NCAA Division I, and is a member of the Southern Conference.

Special Characteristics

Elon's low student-faculty ratio of 14-1 gives teacher education students the advising, academic challenge, and support services they need to become successful teachers. The program offers students opportunities to begin field experiences as early as winter term of the freshman year,

enabling students to make informed decisions about entering teaching early in their college careers. These early field experiences are followed by more extensive field experiences as part of methods and special education courses, which are taken after students have been formally admitted to the program. Thus, the Elon teacher education student enters the student teaching semester with as many as four (4) semesters of school experience. Placements in practicum experiences are made by the Director of the Office of School Outreach Programs; a tracking system is maintained to ensure that students gain experiences at different grade levels and in schools with diverse faculty and student populations, including at least one experience in a priority school, as deemed appropriate by the intended degree program and subsequent licensure area(s). Elon University is one of eighteen campuses participating in the North Carolina Teaching Fellows Program. Teaching Fellows are involved in a number of additional experiences in the schools, including requirements to provide tutorial services to local public schools, including charter schools, for a minimum of 10 hours per semester for two semesters prior to the student teaching experience. Many Teaching Fellows volunteer to work in different schools and various public school programs each semester and significantly exceed these expectations over the course of their college careers. The Kernodle Center for Service Learning provides all members of the Elon campus, including all pre-service teachers, the opportunity to develop an ethic of service by connecting campus and community through service experiences. Many such opportunities are provided through the local schools. Recent statistics show that 91% percent of graduating seniors participate in service while at Elon University. Thus, Elon embraces and nurtures a philosophy that instills a sense of civic responsibility in every student; subsequently, the institution provides numerous opportunities for students and staff to participate in volunteer work. Additionally, 73% of 2007 Elon graduates studied abroad for at least one term. According to the Institute of International Education's Open Doors Report for 2007, Elon ranks 1st among the nation's master's-level institutions in the number of students studying abroad. In 2007 Elon was named one of the top schools in the nation for international education; the University is one of four institutions to receive the prestigious 2007 Senator Paul Simon Award for Campus Internationalization.

Program Areas and Levels Offered

The Teacher Education Program at Elon University offers initial licensure programs (bachelor's degrees) in elementary education, middle grades education, special education (general curriculum), secondary programs in English, mathematics, history/social studies, and comprehensive science. In addition, Elon offers K-12 licensure programs in physical education, music education, and Spanish. The following three (3) M.Ed. programs are offered: elementary education, special education (general curriculum), and Academically and Intellectually Gifted (AIG) education. The Advanced Track program in elementary or special education is also offered as an option for individuals who hold baccalaureate degrees and who are interested in teaching. This program permits licensure-only candidates to gain the initial teaching license and, after obtaining a minimum of one year of teaching experience, return to complete course work for the M.Ed. degree. The current teacher shortage and the NC policies that permit school districts to employ unlicensed teachers through the Lateral Entry program guidelines have led to an increase in participants who choose to enter the teaching profession through non-traditional means. Thus, the Alternative Pathways to Teaching (ATP) program has been designed for those individuals who are employed as lateral entry teachers. Elon's response to the teacher shortage

and its subsequent work with school districts to provide opportunities to these unlicensed teachers to gain the appropriate credentials has continued to remain a priority, with significant price reductions for coursework being offered to both lateral entry and licensure only candidates.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

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<p>1. Formal partnerships are established by Elon University's School of Education with the Alamance-Burlington School System, consisting of 34 schools. Efforts and activities yielded both meaningful service to and effective collaboration between these institutions during the 2007-2008 academic year.</p>	<p>1. Provide support to beginning teachers and increase retention rates of certified/professional staff, including beginning teachers.</p>	<p>1. Establish and maintain Successful Beginnings (SB) programs for teachers in their first and second years. Meet monthly (August – May) to accomplish the following goals: 1) provide a comfortable and professional setting to exchange ideas; 2) network with colleagues and area educational professionals; 3) extend knowledge and skills of educational issues and practices; 4) seek solutions to problems and concerns often encountered in first years of teaching; 5) engage in social activities to foster collegial relationships between participants and other educational professionals; 6) emerge from beginning years as confident, highly effective professionals; and 7) increase the retention rates of beginning teachers in ABSS, measuring ultimate growth or loss annually.</p>	<p>1. Elon offers two (2) separate programs – SB – Year 1 and SB – Year 2 on a voluntary basis to teachers within these two experience groups. Surveys administered, including extensively formal written and informal verbal dialogue, show that participants are positively impacted through these programs. Many personal and professional needs are met, with some participants indicating that the Successful Beginnings programs/venues are, in some cases, the only viable support system in place for them throughout the school year. It should also be noted that survey results continue to reveal that participants feel solutions to problems as well as various instructional and managerial strategies are provided for them</p>

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			and that they are able to successfully implement such strategies and solutions in classroom settings immediately following these particular support sessions.
2. This effort was designed to serve career teachers in all ABSS schools indicated above and included teachers from the following districts in 2007-2008: Guilford, Orange, Chapel Hill – Carrboro, Randolph, Caswell, and Chatham.	2. Provide meaningful support to career teachers who choose to pursue National Board Certification	2. Continued the National Board Support System Project, a co-sponsored effort between surrounding school districts and Elon University. Goals included the following: • Conduct Interest Session workshops three times per year (1 fall; 2 spring) • Divide participants into cohorts, based upon entry dates and submission dates • Provide technical assistance through Portfolio Workshops (3 per year) • Provide training regarding the assessment process by offering Assessment Workshops (3 per year) • Provide content specialists (other NBCT's) to assist candidates with matters related to and products constructed for their respective content areas through Breakout Sessions (3 per year)	2. The support project for National Board candidates continued in 06-07, offering three cohort opportunities. Fifty-one (51) participants took advantage of the workshops offered during AY 07-08. A system of tracking is in place to monitor the number of NB candidates who attain certification and who attended the support system project. These data are available in December following the completion of the previous year's project period.
3. This effort served all of the same ABSS schools listed previously in this chart	3. Provide high quality professional development sessions for K-12 teachers and teacher assistants in reading	3. Using selected university and public school faculty, design and deliver high quality professional development through fall, spring, and summer reading	3. The summer 2007, fall 2008 and spring 2008 series of Reading Methodology workshops were successful; each session was

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<p>as well as partner schools from the Guilford County and Caswell County school systems. It has also served teachers in local charter and private schools. Additionally, some teachers not currently employed due to extended family leaves have taken advantage of these free-of-charge workshops to keep their licensure current.</p>	<p>instruction.</p>	<p>academies. Offered to K-12 teachers and assistants, the academies are structured to meet the various needs of professionals whose licensure requires instruction in reading as well as those paraprofessionals for whom NCLB dictates additional content-related training. These academies serve a total of thirty-five (35) participants each (= total of 105 per year). Academies are structured to meet diverse needs of K-12 educators, with fall and spring sessions meeting three times per month, over the course of 3 months per semester. A total of 9 sessions are scheduled during each semester, offering participants opportunities to earn 1.0, 2.0, or 3.0 renewal credits. Likewise, either 10, 20, or 30 hours may be completed by paraprofessionals. The summer reading academy is provided during one full week in mid-June and offers participants the same number of renewal credits or hours of classroom instruction. The reading series in 2007-2008 focuses on the following topics: 1. Interactive Vocabulary Activities for Comprehension; 2. Taking Comprehension to a Higher Level; and 3.</p>	<p>filled, primarily with teachers from the Alamance-Burlington Schools. Participants were placed in sessions on a first-come/first-served basis, and, again this year, it was necessary to establish a waiting list for these sessions. Thirty-five (35) participants completed either 1.0, 2.0, or 3.0 renewal credits in the summer '07 series, with twenty-seven (27) completing in fall '07 and thirty-six (36) in spring '08. These sessions served a total of 98 participants, including both teachers and teacher assistants. These reading series were rated highly by participants, with some citing that this had been perhaps the best set of workshops ever attended. Most stated that meaningful strategies had been taught and that these had been implemented with ease in the classroom, yielding unprecedented success with selected students. Ratings by participants are carefully</p>

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		<p>Reaching Beyond the Textbook. This redesigned series includes a focus on “reading across the curriculum” combined with using technology and additional strategies to enhance reading instruction.</p>	<p>reviewed after each series, as are the specific written comments they provide. These ratings are consistently high among all participants, with more than 95% rating all surveyed items as “strongly agree,” the highest rating on the evaluation instrument. This shows that teachers and assistants believe that their time is well-spent in this professional development effort. Most importantly, they cite that their students will be (or have been) the benefactors of their training.</p>
<p>4. A formal partnership was established with Cummings HS (ABSS) in the fall of 2006 and has continued into the 2007-2008 school year.</p>	<p>4. Provide support as the faculty, staff, and administration continue their work to restructure an underperforming high school.</p>	<p>4. Initiatives have focused on five areas including assistance with facilities, curriculum development, faculty/administrative support, grants and fundraising, and mentoring/tutoring/student recognition.</p>	<p>4. An Elon University student (and Cummings High School graduate) was secured to serve as a coordinator of all tutors; he also served as a liaison between the two campuses. Elon students provided 639 hours of tutoring (a 149 hour increase from spring 2007) in the areas of English, mathematics, history, science, and foreign language. • Elon University hosted and provided</p>

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			<p>refreshments for a two-day workshop, Capturing Kids Hearts, for the entire Cummings High School faculty and staff (150 people). This is a program that is being adopted county-wide. • An Elon Academy scholar and sophomore at Cummings began a literary club in 07-08. Elon University provided three sets of books to support this effort. •More than 30 Elon faculty and staff volunteered to judge Junior Projects and Graduation Projects at both Cummings High School and Graham High School. Several faculty have also served as mentors for Graduation Projects at Cummings. •Elon University provided gift cards to reward the top performers on the state writing test at Cummings. • Elon University seniors taught a North Carolina civics lesson to an honors social studies class on the Sunshine Laws. • The Amigos Academic Service-Learning Project continued in 07-08 and is</p>

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			<p>an ongoing, collaborative endeavor to build meaningful relationships between Elon University students and English language learners at Broadview Middle School and Cummings High School. •Elon University provided a \$210 scholarship to make it possible for a Cummings senior to participate in a Credit Bank course at Elon. •Elon University provided funding for 2 Cummings students to attend the Youth Legislative Assembly, an organization for high school teens who are interested in government and politics. One of those students has since been accepted into the Elon Academy.</p>
<p>5. Outreach to all high schools in the Alamance-Burlington School System</p>	<p>5. Provide a college access program for academically promising, low-income, first-generation college youth.</p>	<p>5. The year-round program will combine three intensive, 4-week residential experiences at Elon University with a variety of academic and enrichment activities during the school year. The summer program will include challenging curricular, co-curricular, and cultural experiences as well as leadership training, service projects, personal development</p>	<p>5. After a rigorous selection process, a diverse group of 26 rising tenth graders from all six county high schools was admitted as the Alpha Class to the ELON Academy in summer 2007. Each subsequent year a new cohort of tenth graders are enrolled, and the previous year's group returns</p>

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		<p>classes, and college planning. The Alpha Class was chartered in summer 2007, and the Beta Class began in June 2008.</p>	<p>until there are a total of approximately 70 high school student participants each year (three groups of 20-24 rising tenth, eleventh, and twelfth graders). The mission of the ELON Academy is to inspire these underprivileged but very academically talented students and prepare them to attend four-year colleges or universities and to assume leadership roles in their communities, both now and in the future. The program welcomed its Beta Class in June 2008; a 100% retention rate was maintained from the first year. A total of 52 Elon Academy scholars are on campus and engaged in both academic work and a variety of co-curricular activities in summer 2008.</p>
<p>Secondary schools in the Alamance-Burlington Schools, Guilford County Schools, and The Elon School</p>	<p>Serve senior high school students with a dual-credit program. This program is entitled THE CREDIT BANK PROGRAM AT ELON and is offered to selected seniors in</p>	<p>The CREDIT BANK PROGRAM AT ELON offers selected seniors in nearby schools opportunities to take one college course for credit during both the fall and spring semesters of the senior year in high school. Pre-selected courses are</p>	<p>Thirty-six (36) students completed courses for credit in Fall Semester 2007 while twenty-six (26) students participated in Spring 2008. Transcripts showing students earned hours of credit as</p>

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	the surrounding secondary schools.	made available to these students in foreign language, history, religious studies, English, mathematics, philosophy, and political science. Credit Bank students are eligible to participate fully in all University events while enrolled as special students. This dual-enrollment program offers participants an opportunity to earn high school credits with honors-level weight. The program has been in existence since Fall Semester 2004 and is rated as highly successful by school and University personnel as well as by program participants themselves.	well as their GPA's were issued to their respective high schools for posting at the end of each academic term. These courses and the grades earned are reflected on their official high school transcripts. Many Credit Bank students use their participation in this program as a distinguishing characteristic of their academic careers, especially when applying to colleges and universities for post-graduation acceptance as full-time students. Some report that their successful participation in the program renders them more highly competitive for scholarships and even acceptance at prestigious institutions.

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

Numerous Elon faculty members, representing various disciplines, have offered service during 07-08 to local, surrounding, and distant schools and school systems in a variety of ways. Many faculty participated in Speakers' Bureau, a local project that provides speakers to local public schools. Presentations by these faculty and other faculty and staff called upon for their expertise presented to K-12 classes on a wide range of topics. Full-time education faculty participated in the Professional Development Academy at Elon (PDA) by conducting workshops and seminars for local teachers. Numerous university faculty and staff acted as both mentors and reviewers for local secondary students who presented senior projects. Physical Education and Health faculty and their students conducted wellness seminars and hosted fitness fairs for several schools in Guilford County. Music education faculty members served as adjudicators and clinicians for several regional, state, and out-of-state band and choral festivals and competitions. The history department hosted its annual regional History Day competition, and math faculty served as judges for the state math fair and hosted an AP Calculus Review Program, with follow-up sessions in each of the local high schools. Physics faculty members hosted the American Association of Physics Teachers meetings and served as presenters for professional development sessions. Other Elon faculty have presented to K-12 educators on the topics of reading comprehension, literacy, ESL materials and strategies, behavior management, Holocaust studies, Japanese culture, archeology, leadership, high school health, statistics, algebra, geometry, visual arts, origami, ceramics, and dance. A variety of university-sponsored cultural events were made available to local educators and students at no charge; tickets for plays, musicals, national and international speakers, and convocations were coordinated through OSOP and the Cultural Programs office. Admissions staff have presented more than 400 hours of workshops for students, teachers, parents, and guidance counselors around the region and across the state. Topics have included study skills, time management, and financial and academic planning for college. Four faculty members participated on panels to discuss what preparation for college is about during the high school years. Several non-education faculty members worked with OSOP to develop service projects wherein their respective groups/classes served many K-12 schools. Groups included Teaching Fellows, Student Government Association, physical education classes, student athletes, international students, Society of Professional Journalists, and the American Chemical Society. Service included presentations/collaborations in journalism, chemistry, science fairs, fitness, soccer, several career fairs, ELL, and study skills. Several Elon faculty serve as members of K-12 leadership teams and many are PTA/PTSO officers. Faculty and staff members also regularly serve as consultants for various other K-12 projects and continually seek opportunities to volunteer in the local public schools as readers, chaperones, speakers, and consultants.

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

Elon University supports beginning teachers with a variety of resources. Sponsored through The Professional Development Academy at Elon (PDA), two (2) programs of support are available to beginning teacher audiences through the Successful Beginnings (SB) programs. The SB Year 1 program serves beginning and lateral entry teachers once monthly with professional development

sessions, social functions, and collaborative activities. In addition to helping first-year teachers emerge from their initial experience as highly qualified, confident professionals, this effort is designed in part to assist the local school system with its own efforts to retain first-year teachers. Program goals for all SB programs (Years 1 and 2) have been designed by OSOP in response to needs determined by the local school system. Both school system and university personnel serve as instructors for these sessions. SB Year 2 is designed as an additional level of support, with the majority of participants having attended the Year 1 program while other second-year teachers new to the system join the group. The professional development topics for the Yr 2 group are chosen based on needs identified by both participants themselves and the faculty members who facilitate the sessions. Formal and informal feedback from both of these groups of novice teachers (SB 1 and 2) confirms the need to continue such support efforts for beginning teachers. Partnering with a school system to offer these types of support sessions is critical for program success. The SB programs are initially advertised and offered to new teachers during the New Teacher Induction sessions, a co-hosted three-day event that takes place at Elon each summer. It should be further noted that because several of Elon's graduates begin their first year of teaching in the local schools, supervising professors who have pre-service candidates in the schools are able to visit with many beginning teachers. Professors regularly visit classrooms to gain a fuller understanding of the problems and challenges that beginning teachers face and freely offer their assistance (observations, verbal and written feedback, conferences, etc.) to these beginning educators free-of-charge. Elon's School of Education also makes curriculum materials from its Curriculum Resources Center available to local teachers at no charge.

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

With its strong commitment to preparing teachers, Elon University works closely with individuals and with school systems (Alamance-Burlington, Caswell, Orange, and Guilford) to help lateral entry teachers gain licensure. Eight (8) Lateral Entry programs of study were issued during the 2007-2008 academic year. Elon continues its Alternative Pathways to Teaching program (APT), specifically designed for lateral entry personnel. APT provides a structured, two-year sequence of courses to enable lateral entry teachers to gain clear licensure. APT begins with a year-long course that integrates teaching methodology with essential skills in behavior management, instructional planning, and differentiating instruction for diverse learners. During the first year, teacher education faculty supervise these LE teachers as they work on field-based assignments. Following this initial experience, teachers expand their knowledge and skills through coursework in instructional technology, educational psychology, and content courses specific to their respective licensure areas. Upon completion of coursework, required licensure exams, and satisfactory evaluation by the employing school district, teachers exit the program fully licensed to teach in North Carolina. This structured program also includes several graduate level courses that can be applied towards a master's degree in elementary education or special education. The Dean or the Director of School Outreach Programs serves as the initial advisor and coordinates the program for lateral entry teachers. Classes are intentionally scheduled in the late afternoons and evenings to assist these teachers in completing required coursework for licensure. College Level Examination Program (CLEP) exams can be used by candidates to demonstrate mastery of subject matter. Likewise, those Lateral Entry candidates who present programs of study from the NC Regional Alternative Licensing Centers (RALCs) and who wish to take courses at Elon University are admitted as special students and are then enrolled in

various courses that meet their licensure requirements. In these ways, Elon's commitment to serve teachers who seek alternative routes to licensure remains innovative and strong.

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

Elon University's Professional Development Academy at Elon (PDA) offers a variety of activities during the academic year to support career teachers in the local school systems. The PDA at Elon offers seminars and workshops for renewal credit to these particular teachers; such sessions are always offered free-of-charge to participants and are designed to improve the skills of experienced teachers, based upon a myriad of professional development needs. Presentations through this venue are made by both university faculty and public school personnel and center upon topics that have been identified by particular schools or school systems as pertinent needs. Elon also continued its ongoing partnership with the Alamance-Burlington Schools to support career teachers who wish to pursue National Board Certification; this project, known as "The National Board Support System," uses a local National Board certified teacher, validator, and assessor as the primary instructor for these workshops. Additionally, other local NBCT's who have benefited from this support system in previous years serve as mentors and content specialists to work with cohorts of candidates throughout the academic year. Their expertise is especially helpful to candidates as they prepare and continually revise products for submission and assessment to the national candidate center. Interest sessions for potential candidates are held three times yearly, and follow-up sessions are scheduled during the evenings and on Saturdays throughout the academic year. In 2007-2008 groups of career teachers were divided into three (3) cohorts to attend twelve (12) support sessions that focused on standards, writing, editing, videotaping, assessment center expectations, and related topics that offered support to teachers in their quest to become NBPTS certified. Additionally, this effort provides registered candidates with many free-of-charge materials and supplies to generate portfolios and videos. Fifty-one (51) teachers from various districts affiliated with Elon's support program as NB candidates, while more than 75 attended interest sessions either in late spring 2007 or early fall 2007. The design and subsequent success of this local NB support model continues to provide for an expanded partnership among various school districts and IHE's in the surrounding counties to reach a broader audience of interested candidates. Through a consortium formed in spring 2005, Elon University has joined with other IHE's and school districts in the region to deliver various support sessions to a significant number of career teachers who plan to become certified.

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

Elon's School of Education continues its work in at-risk schools and with at-risk student populations. During AY 2007-2008, education faculty members instituted Academic Service-Learning pedagogy in several classes. Two (2) such experiences are highlighted in this section. Academic service-learning (ASL) has been defined as "a pedagogical method that intentionally integrates learning with service, and within this framework, the goals of service and learning goals are of equal weight, and each enhances the other for all participants" (Simons & Cleary, 2005, p. 165). EDU 324 Literacy Development II: Strategies and Instruction for Struggling Readers meets several of its course goals by employing ASL pedagogy. These goals include

learning to conduct guided reading groups, administering informal literacy assessments, making data driven decisions when designing lessons, and adapting content area texts for struggling readers. The teacher candidates enrolled in this course participate in an after-school literacy tutoring program offered to 3rd-5th grade struggling readers at a local Title I school. During many hour-long tutoring sessions candidates conduct guided reading groups with lessons based on assessment information they collected and analyzed. More than 50 elementary students were served in this program. Additionally, teacher candidates adapt a chapter of a content area text for the purpose increasing access to the content for ELL pupils and those who struggle with reading. These projects are shared with teachers in the elementary school who use the text. The literacy facilitator at the ASL site has referred to the involvement of Elon University teacher candidates in the life of this school as a “win-win situation.” The struggling readers gain more reading practice in the tutoring sessions, and they benefit from using the materials designed to help them understand more complicated text. The teacher candidates gain the opportunity to create and carry out lessons in guided reading group for those students who struggle the most, and they learn how to use technology to supplement access to academic content. This better prepares teacher candidates for student teaching and as beginning teachers. In a capstone seminar class, elementary, special and middle grades teacher candidates participated in an Amigos project with a partner Title I middle school. Candidates “adopted” ELL students and their families and participated in a variety of activities, including family night dinners, social outings such as bowling, sporting events, and visits to campus. The objective was to strengthen communication and relationships among candidates, students, and families from the Latino community.

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

By design, the partnerships that Elon University cultivates and maintains with schools are grounded in a belief that any outreach efforts should assist schools with their greatest needs. Efforts in 2007-2008 focused on Closing the Achievement Gap issues, No Child Left Behind legislation, and increasing student performance as measured by the testing component of the ABC’s of Public Education in North Carolina. Specific efforts have focused on increasing teachers’ knowledge, skills, and performance in the classroom so that students may be more successful on local and statewide assessments. Developing highly qualified teachers remains the first priority in the School of Education at Elon University. A true partnership has been forged between Elon’s School of Education and the closest LEA (ABSS); this relationship provides many opportunities to effectively dialogue and subsequently implement innovative strategies to assist local schools with recruitment, retention, professional development, and other support efforts. Adequately preparing teacher candidates for realistic classroom settings in the public schools also remains a priority, and the incorporation of additional experiences, workshops, and seminars in diversity, conflict resolution, student achievement, Closing the Achievement Gap, classroom management, and working effectively with families and caretakers of P-12 students continue to be addressed within an already rigorous curriculum for all education majors. In these and other ways, Elon’s commitment to produce highly qualified teachers for the profession continues to undergird the School of Education’s conceptual framework and its mission statement. Additionally, the School of Education at Elon has begun to dialogue with its faculty, candidates, and school partners about what it means to teach and learn in the 21st century. The continuation of such conversations and subsequent revisioning of programs, anchored by 21st century goals, will provide a major emphasis in the coming academic year.

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

When Judge Howard Manning threatened to close an underperforming school in Alamance County two years ago, Elon's President found himself rethinking the role of the University in our local community. How could Elon, a thriving institution with tremendous resources, reconcile its place in a community where only seven miles away a high school struggled to survive? What could Elon, as an institution and as a society of individuals, do to address such a serious inequity? As a result of President Lambert's thinking, and his commitment to the broader community, Elon has taken major steps during the last two years to increase its involvement in local schools and to increase support of education in the local area. Building on an already strong relationship with the public schools, Elon has undertaken a variety of initiatives at Hugh M. Cummings High School to support the school's restructuring efforts. Initiatives during the last two years have focused on five areas, including assistance with facilities, curriculum development, faculty/administrative support, grants and fundraising, and mentoring/tutoring/student recognition. Specific efforts during 2007-2008 include the following: An Elon University teacher education major (and Cummings graduate) was identified to serve as coordinator of tutors and function as a liaison between the two campuses for this purpose. He helped to recruit 47 tutors, who provided 639 hours of tutoring (a 149 hour increase from spring 2007) in the areas of English, mathematics, history, science, and foreign language. Elon hosted and provided refreshments for a two-day workshop, Capturing Kids Hearts, for the entire Cummings High School faculty and staff (150 people). An Elon Academy scholar from Cummings began a literary club, and Elon provided three sets of books to support this effort. More than 30 Elon faculty and staff have volunteered to judge Junior Projects and Graduation Projects at both Cummings and Graham High Schools. Several faculty also served as mentors for Graduation Projects at Cummings. Elon provided gift cards to reward the top performers on the state writing test at Cummings and provided funding for some of Cummings' students to attend the Youth Legislative Assembly, an organization for high school teens who are interested in government and politics. Elon University seniors also taught a NC civics lesson to an honors social studies class on the Sunshine Laws. Our partnership with Cummings High School and area schools remains strong.

Supplemental Information (Optional)

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

Undergraduate, graduate, and lateral entry teachers are informed of the various test requirements at appropriate points in their respective programs. If potential candidates have not met the SAT score minimums for admission to teacher education, the PPST test requirements are explained in EDU 211 (the introduction to education course) and through printed materials that prospective candidates receive. Specifically, students are provided with the applicable website address to preview the tests and are encouraged to purchase commercially available study guides if needed. For those few Elon University students unsuccessful on their initial attempt on the PPST, they are advised on possible remediation strategies. These students are encouraged to make use of available tutoring on campus to prepare for the tests. For the PRAXIS Specialty Area tests,

students are advised on these testing requirements during the methods courses and student teaching/capstone seminars. Elon University has paid the fees for teacher education faculty to take the appropriate PRAXIS examinations for better advising of students. Few Elon teacher candidates have trouble passing these standardized tests.

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

Recruitment efforts for Elon University are coordinated by the Admissions Office. Teacher education faculty members work with the Office of Admissions on special recruitment days to present information regarding the Teacher Education Program to high school juniors and seniors. Prospective students are informed of the teacher licensure programs offered by Elon University, and specific details of the programs are discussed with potential applicants. Current teacher education students assist the faculty with these presentations so that prospective students gain current students' perspectives on the programs. In addition to these efforts to recruit prospective students, teacher education faculty members meet with undecided students at the university in both formal and informal settings to discuss the Teacher Education Program and the employment opportunities available for future teachers. The Elon University Teaching Fellows program is a focused effort to recruit students into teaching. Elon provides a significant incentive by matching the \$6,500 state grant with an additional \$6,500 in scholarship assistance, for a total scholarship of \$13,000 per year. The Elon Teaching Fellows program provides special seminars, both extended and local field trips, and a required semester of study in either London or Costa Rica, with an internship in local schools, to prepare uniquely qualified teachers for the North Carolina public schools. The Office of School Outreach Programs and the Elon Teaching Fellows Program co-sponsored some day-long campus visits for local high school students who were enrolled in Teacher Cadet programs during the 2007-2008 academic year. Pre-planned agendas allowed these students to visit the School of Education, talk to pre-service teachers, visit classrooms, and gain insight about careers for teachers in the public schools. In this way, Elon also seeks to encourage young students to pursue the possibilities of becoming teachers and remaining in North Carolina.

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

In addition to the general recruitment activities described in section J, the Admissions Office continues to maintain a special focus on recruitment of multicultural students. The Kaplan DayStar guide names Elon one of the top 100 schools in the nation for African American students. Additionally, a report by the Education Trust cites Elon's 72% graduation rate for African American students as #7 among all U.S. master's-level schools. Prospective multicultural students are invited for a special weekend, Multicultural Experience Weekend, at the university; special sessions are planned for these prospective students, including information sessions on academic offerings, financial aid, and college life. During regularly held open house and orientation weekends, there are scheduled opportunities for teacher education faculty members to speak to prospective students regarding education as a possible major. Multicultural students are also recruited to Elon University through the NC Teaching Fellows Program. Additional recruitment efforts, as defined, directed, and implemented by the Director of

Multicultural Recruitment, a staff position within the Admissions Office, include the following: identifying potential culturally diverse students through various search services; traveling to locations with higher concentrations of potential college-bound multicultural students; attending college fairs, churches, and other programs geared to working with diverse youth on their transition from high school to college; contacting diverse prospects by current multicultural students; and hosting prospective multicultural students overnight on campus by their Multicultural Student Ambassadors. The School of Education also secures current multicultural teacher education candidates to speak at all Open Houses. In 2007-2008, the number of undergraduate teacher education candidates admitted to teacher education was 45 with 4 of those as multicultural undergraduate candidates (8.87%). Similarly, the number of graduate teacher education candidates was 136 with 13 culturally diverse candidates (10.0%). As part of its mission, Elon University is committed to building community through diversity. With a student body drawn from 44 states and 41 countries, Elon celebrates the rich variety of backgrounds, experiences, and outlooks that students bring with them to the institution. Intensive efforts to recruit diverse students to Elon and into the teaching profession remain both a university and program priority.

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

Elon University has established the ELON Academy, an intensive academic enrichment and leadership development program for low-income, first-generation college students who show academic promise. The mission of the ELON Academy is to inspire these academically talented students and prepare them to attend four-year colleges or universities and to assume leadership roles in their communities. The ELON Academy was adapted from similar programs at institutions across the US; however, we have added a significant component of leadership development and community service to our program because we believe that these high school students have the potential to contribute to our community now and in the future. After a rigorous selection process, a diverse group of 26 rising tenth graders from all six county high schools was admitted to the ELON Academy's first class in 2007; an additional 26 rising sophomores join this group, forming the second class of the Elon Academy in 2008. The demographics of the scholars in this second cohort reflect the make-up of the community. This year's class includes 12 young men and 14 young women. Seven students are African-American (27%), and one is Maori. Only two students have a parent or guardian with a four-year college degree. All students demonstrate financial need with 28% low income, 44% very low income, and 28% at 50% of median (using HUD income limited by number of persons in the household). At the time of their acceptance, 13 students (52%) had GPAs of 4.0; seven students (28%) had GPAs of 3.5; 4 students (16%) had GPAs of 3.0; and one student had a GPA of 2.75. The majority of students face serious challenges in their personal lives; however, all students have at least one family member who is supporting their efforts. All students demonstrate academic promise and an exceptional desire to succeed. Student motivation is high; the yield rate is 100%. Retention from year one is 100%. Each subsequent year a new cohort of tenth graders will be enrolled, and the previous year's group will return until there are a total of approximately 70 high school student participants each year (three groups of 23 – 26 rising tenth, eleventh, and twelfth graders). The year-round program will combine three intensive 4-week residential experiences at Elon University with a variety of academic/enrichment activities during the school

year. The summer programs include challenging curricular, co-curricular, and cultural experiences as well as leadership training, service projects, personal development classes, and college planning for all participants. To ensure the success of our students, we are providing staff, mentors, sponsors, and advocates who will be available year-round to offer sustained support, resources, and encouragement. We recognize that family involvement is a key component of our program. Our responsibility to our students and their families begins with admission to the Academy and extends through at least the second year of college. The ELON Academy is a cooperative venture between Elon University, the Alamance-Burlington School System (ABSS), and other community partners. Through extensive and thoughtful collaboration, we provide a holistic program that meets the needs of the target students and provides the input and support required to meet program goals.

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	2	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	4
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	23	White, Not Hispanic Origin	152
	Other	0	Other	1
	Total	26	Total	158
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	1	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	2	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	17
	Other	0	Other	0
	Total	6	Total	18

B. Lateral Entry/Provisionally Licensed Teachers

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

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

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

	Baccalaureate
MEAN SAT Total	1218
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	181
MEAN PPST-W	178
MEAN PPST-M	182
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.36
Comment or Explanation	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	2	51	0	2
Middle Grades (6-9)	0	7	0	3
Secondary (9-12)	1	14	0	3
Special Subject Areas (K-12)	1	11	0	4
Exceptional Children (K-12)	2	2	0	1
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	6	85	0	12
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2006 - 2007 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	52	100
Spec Ed: Cross Categorical	1	*
Spec Ed: General Curriculum	2	*
Institution Summary	55	100
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	35	30	25	1	0	0
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	4	3	2	1	1	1
Comment or Explanation						

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

2006-2007		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	92	98	58
Bachelor	State	4052	93	66

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

LEA	Number of Teachers
Alamance-Burlington Schools	348
Guilford County Schools	158
Wake County Schools	91
Charlotte-Mecklenburg Schools	77
Forsyth County Schools	61
Orange County Schools	40
Randolph County Schools	38
Rockingham County Schools	34
Person County Schools	31
Chatham County Schools	30
Durham Public Schools	30

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

Satisfaction with...	Program Completers	Employer	Mentor
quality of teacher education program.	3.77	3.55	3.45
preparation to effectively manage the classroom.	3.33	3.35	3.29
preparation to use technology to enhance learning.	3.63	3.45	3.58
preparation to address the needs of diverse learners.	3.70	3.35	3.32
preparation to deliver curriculum content through a variety of instructional approaches.	3.73	3.50	3.42
Number of Surveys Received	30	20	31
Number of Surveys Mailed	53	53	53

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
9	6	10