

IHE Bachelor Performance Report

Elon University

2008 - 2009

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 4,992 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 members 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 eighth 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 categories: level of academic challenge, active learning, interaction with faculty, enriching educational experiences, and supportive campus environment. In addition, Elon is ranked second among 119 Southern regional colleges and universities in the 2008 edition of U.S. News & World Report's "America's Best Colleges," and was named "The Nation's #1 School to Watch." The Princeton Review lists Elon among the nation's top schools in its 2008 The Best 368 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, and Kiplinger's Personal Finance magazine named Elon #1 in the total cost category among the nation's top 50 "Best Value" private universities. Elon offers students exciting opportunities and academic challenge with six 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. Elon University is one of ten American universities participating in Project Pericles, a national program committed to raising the level of civic engagement and social responsibility of the entire university community. The President's Community Service Honor Roll named Elon one of the nation's top universities for community service in 2007 and 2008, and the Princeton Review listed Elon among 81 "Colleges with a Conscience" in its 2008 report. Additionally, 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 semesters of public school experience. Placements in practicum experiences are made by the Director of the Office of Education Outreach; 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 18 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 ten hours per semester for two semesters prior to the student teaching experience. 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; accordingly, the institution provides numerous opportunities for students and staff to participate in volunteer work. Additionally, 71% of 2008 Elon graduates studied abroad for at least one term. According to the Institute of International Education's Open Doors Report for 2007, Elon ranks first 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, French, and Spanish. The following three M.Ed. programs are offered: elementary education, special education (general curriculum), and gifted 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 recent 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. Elon's Alternative Pathways to Teaching (ATP) program is 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 (SCDE) INITIATIVES

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
1. Formal partnerships are established by Elon University's School of Education with the Alamance-Burlington School System, consisting of 35 schools. Efforts and activities yielded both meaningful service to and effective collaboration between these institutions during the 2008-2009 academic year.	1. Provide high quality professional development sessions for K-12 teachers and teacher assistants in reading instruction.	1. Using selected university and public school faculty, design and deliver high quality professional development through spring and summer reading workshop series. Offered to K-12 teachers and assistants, the workshops 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 sessions serve approximately 35 participants each. Sessions are structured to meet diverse needs of K-12 educators, with spring sessions meeting three times per month, over the course of three	1. The summer 2008 and spring 2009 series of Reading Methodology workshops were successful; each session was filled, primarily with teachers from the Alamance-Burlington Schools, with some participants from Guilford County Schools and Orange County Schools. Participants were placed in sessions on a first-come/first-served basis. Thirty-five participants completed either 1.0, 2.0, or 3.0 renewal credits in the summer '08 series, and 31 in spring '09. These sessions served a total of 66 participants, including both teachers and teacher assistants. These reading series were

		<p>months. A total of nine 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 series 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 2008-2009 focuses on the following topics: 1. Interactive Vocabulary Activities for Comprehension; 2. Taking Comprehension to a Higher Level; and 3. 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>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 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 beneficiaries of their training.</p>
<p>2. Following a series of meetings with the Director of Professional Development for the Alamance-Burlington School System and lead teachers from all grade levels in the system, a formal partnership was formed between Elon University’s School of Education and the Alamance-Burlington School System. Efforts and activities yielded both meaningful service to and effective collaboration between these institutions during the 2008-2009 academic year.</p>	<p>2. Provide high quality professional development sessions for K-12 teachers in content areas.</p>	<p>2. Using School of Education and School of Arts and Sciences faculty, design and pilot a series of content-area-based workshops/seminars to meet two specific goals: 1) to assist teachers with meeting North Carolina’s new requirement that K-12 teachers complete three renewal credits in their academic subject areas per five-year renewal cycle; and 2) to deepen teachers’ content area knowledge in an effort to improve instruction. Courses offered throughout the 2008-2009 academic year were “Que? A Crash Course in Conversational Spanish” (foreign language; open to all K-12 personnel); “Taking Care of You—Holistic Health: Mind, Body, and Spirit” (health/PE; open to all K-12 personnel); and “Wikis, Blogs, and Pods, Oh My!” (technology; open to middle and secondary teachers and media specialists).</p>	<p>2. The content-area workshop series was successful. Participants represented the Alamance Burlington School System, Guilford County Schools, and Orange County Schools. While the majority of participants were teachers, a guidance counselor, an elementary school principal, and a school media specialist took part in two of the workshops. A total of 21 participants earned 1.0 Continuing Education Units in the areas of foreign language, technology, and/or health/PE. Ratings by participants are carefully reviewed after each workshop/seminar, as are the specific written comments provided. These ratings were consistently high among all participants, with more than 95% rating all surveyed items as “strongly agree,” the highest rating on the evaluation instrument. This</p>

		Workshops focused dually on the content and how it can be applied in the school/classroom setting. Faculty provided face-to-face instruction and assigned “homework” for participants, allowing them to tailor the course material to their unique educational situations.	shows participants 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 beneficiaries of their training.
3. A formal partnership was established with Cummings HS (ABSS) in the fall of 2006 and has continued into the 2008-2009 school year	3. Provide support as the faculty, staff, and administration continue their work to restructure an underperforming high school.	3. Initiatives have focused on five areas including assistance with facilities, curriculum development, faculty/administrative support, grants and fundraising, and mentoring/tutoring/student recognition.	3. • An Elon Academy scholar and sophomore at Cummings began a literary club in 07-08. Elon University provides sets of books on a regular basis to support this effort this year. •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. • The Amigos Academic Service-Learning Project continued in 08-09 and is 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 hosted 28 A/B honor roll 9th graders and their counselors. Students enjoyed an admissions event, a campus tour, lunch in the Colonnades on Elon’s campus, and attended college classes. In partnership with Cummings a proposal has been submitted for a College Board Greenhouse grant to fund six similar trips next year. •Elon University has provided funding for reinstating the Cummings HS newspaper. Staff from Elon have worked with students for the entire year and published a first edition of the VOICE in the fall. A second edition will be

			funded and published this spring.
4. Outreach to all high schools in the Alamance-Burlington School System	4. Provide a college access program for academically promising, low-income, first-generation college youth.	4. The year-round program combines three intensive, four-week residential experiences at Elon University with a variety of academic and enrichment activities during the school year. The summer program includes challenging curricular, co-curricular, and cultural experiences as well as leadership training, service projects, personal development classes, and college planning. The program's ultimate enrollment goal is to consistently serve students in grades 10-12.	4. 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 until there are a total of approximately 75 high school student participants each year (three groups of 24-26 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 50 Elon Academy scholars are on campus and engaged in both academic work and a variety of co-curricular activities during the summer 2008 and throughout the 2008-2009 school year. An additional 28 Elon Academy scholars will join the program in the summer of 2009, bringing the total number of participants to 78.
5. Secondary schools in the Alamance-Burlington Schools, Guilford County Schools, and The Elon School	5. 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 the surrounding secondary schools.	5. 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 made available to these students in foreign language, history, religious studies, English, mathematics, philosophy, and political	5. Forty-four students completed courses for credit in Fall Semester 2008, while 31 students participated in Spring 2009. Credit Bank students are advised by the Director of Education Outreach during their time on Elon's campus. Transcripts showing students' earned hours of credit as well as their GPA's are issued to their respective high schools for posting at the end of each

		<p>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.</p>	<p>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.</p>
<p>6. A formal partnership exists between the Elon University School of Education and South Graham Elementary School, Alamance-Burlington Schools, Graham, NC.</p>	<p>6. Identify a curricular need in the core areas of math, science, social studies, and language arts and solve with a product that will continue to meet academic/curricular needs of the school community; create an authentic teaching and learning experience that fosters a professional learning community between Elon faculty, teacher candidates, teachers, and elementary school students; promote 21st century teaching and learning by expanding the concept of “the classroom” beyond the walls of the school; lay foundation of school leadership skills in teacher candidates.</p>	<p>6. Elon teacher candidates and faculty partnered with South Graham Elementary teachers, administration, and students in all grade levels to develop and create a curricular-based outdoor classroom. This project grew from a long-standing methods placement relationship between university faculty, teacher candidates, school administration, and classroom teachers. Teacher candidates secured item and financial donations from five local businesses, Elon University faculty and staff, and a number of parents and members of the community; the superintendent of Alamance-Burlington Schools donated funds for the purchase of a weather station that transmits weather data wirelessly to the school’s computer lab; teacher candidates and teachers developed a K-5 curriculum to correspond with all elements of the outdoor classroom; teacher candidates, teachers, and students collaboratively planned a community dedication that was held at the project’s completion.</p>	<p>6. The collaborative process yielded a functional outdoor classroom that supports curricula in every grade level at South Graham Elementary School; the site includes seating that accommodates 30 children, a life-size interactive sundial, an archaeological dig sandbox, a butterfly garden, a weather station, bird feeders and bird houses, and a multicultural flag display. Teacher candidates and teachers wrote and implemented units of study for every grade level that correspond with each part of the outdoor classroom. The community dedication was held on May 4, and was attended by members of the Alamance-Burlington School System, the Alamance-Burlington School Board, Elon University faculty and staff, South Graham Elementary parents, and other members of the local community. Teacher candidates assumed a leadership role in the development and execution of the project, and teachers at the school are formulating ideas for expansion of the space for the upcoming academic year.</p>
<p>7. A formal partnership</p>	<p>7. Address needs of</p>	<p>7. Teacher candidates and</p>	<p>7. Objectives were met as</p>

<p>was established between Elon University School of Education and four area elementary schools: Andrews Elementary, Smith Elementary, Newlin Elementary (Alamance-Burlington Schools), and Gibsonville Elementary (Guilford County Schools).</p>	<p>struggling readers from low performing schools throughout the community; emphasize the importance of community and the role the university can play in bridging the gap between institutions of higher learning and local communities; examine the role Schools of Education must play in shaping teacher candidates' views of children who struggle with reading and of the parents of such students; teach candidates the skills required to interact effectively with families, particularly culturally different families.</p>	<p>faculty tutored 16 elementary school students from four local low-performing schools in reading. At least one parent, guardian, or family member was required to attend the tutoring sessions, which were held weekly on the university campus. Teacher candidates and faculty taught the parents/guardians/family members how to work with their children at home to improve reading skills. At the end of the 13-week project, the children were given \$115.00 gift cards to Barnes & Noble; these cards were provided by a grant from the Elon University Center for Teaching and Learning. Elon teacher candidates and faculty assisted the students with their book selections, as many had never been to a bookstore, and most had never owned a book. Plans to expand the project for the 2009-10 academic year, including the provision of transportation and the involvement of the Alamance County Library System, are already underway.</p>	<p>determined by course evaluation, as well as a family evaluation. Families indicated that the sessions were helpful, that they felt better equipped to work with their children on reading skills at home, and that they would participate in the project again if given the chance. Additionally, quantitative research was conducted examining teacher candidates' perceptions of the parents of students who struggle with reading. (pre/post perception survey instrument). A total of 16 elementary school students and their families (parents, grandparents, aunts, uncles, and other legal guardians, 18 in all) were served through the efforts of this partnership.</p>
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B. Brief Summary of faculty service to the public schools.

Numerous Elon faculty members have offered service during 2008-09 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. Faculty conducted workshops and seminars for local teachers. Numerous faculty and staff acted as both mentors and reviewers for local secondary students who presented senior projects. Physical Education and Health faculty conducted wellness seminars and hosted fitness fairs for seven local schools. Music education faculty members served as judges and clinicians for several regional, state, and out-of-state band and choral festivals and competitions. Foreign language faculty served as coordinators of statewide K-12 French and Spanish 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. Elon faculty members collaborated with public school K-12 teachers to develop innovative 21st century curricula to enhance local schools. A Reading Buddies program was established with local elementary and middle school students, and over 1000 local K-12 students are mentored, tutored, or sponsored by Elon organizations in areas such as literacy, math, exercise and dance, self image, future planning, personal safety, and law. 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 the Office of Education Outreach and the Cultural Programs office. Various Elon faculty

have worked with campus organizations and individual schools to seek and secure grants for school improvement projects. 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. Faculty members participated on panels to discuss what preparation for college is about during the high school years. Eighteen faculty members developed service projects that served K-12 schools. Service included presentations/collaborations in journalism, chemistry, science fairs, fitness, soccer, several career fairs, ELL, and study skills. Nineteen Elon faculty members serve as members of K-12 leadership teams and advisory boards, and many are PTA/PTSO officers.

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

Elon University's School of Education has developed the Successful Beginnings (SB) programs over the course of the past five years through a partnership with the Alamance-Burlington School System. In the past Elon offered this program as optional staff development, but it proved so effective that Alamance-Burlington Schools has adopted the program system-wide and now requires teachers to participate in the series. While the school system now oversees the program, it is the product of many hours of collaboration between lead teachers in Alamance County and Elon University School of Education faculty. 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 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. 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. The APT program includes methods courses as well as coursework in instructional technology, educational psychology, and content courses specific to the teachers' 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 Director of Teacher Education 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 School of Education offers a variety of activities during the academic year to support career teachers in the local school systems. The SOE offers seminars and workshops for renewal credit to these particular teachers; such sessions are offered at a nominal fee 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.

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 2008-2009, education faculty members instituted Academic Service-Learning pedagogy in several classes. Two 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 60 elementary students were served in this program. 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 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. The Amigos Project is funded by a grant from Elon’s Center for the Advancement for Teaching and Learning.

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 2008-2009 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 K-12 students continue to be addressed within an already rigorous curriculum for all education majors. The institution of content area-based workshops, in addition to promoting professionalism and continuing education for classroom teachers, gives teachers the opportunity to meet North Carolina’s new July 1, 2009 requirement that all K-12 teachers must have three renewal credits in their content area. 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).

As a result of Elon University President Leo Lambert's forward thinking, and his commitment to the broader community, Elon has taken major steps during the last four 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 four years have focused on five areas: assistance with facilities, curriculum development, faculty/administrative support, grants and fundraising, and mentoring/tutoring/student recognition. Specific efforts during 2008-2009 include the following: An Elon Academy scholar and sophomore at Cummings began a literary club in 07-08. Elon University provides sets of books on a regular basis to support this effort this year. 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 hosted 28 A/B honor roll 9th graders and their counselors. Students enjoyed an admissions event, a campus tour, lunch in the Colonnades on Elon's campus, and attended college classes. In partnership with Cummings a proposal has been submitted for a College Board Greenhouse grant to fund six similar trips next year. Elon University has provided funding for reinstating the Cummings HS newspaper. Staff from Elon have worked with students for the entire year and published a first edition of the VOICE in the fall. A second edition will be funded and published this spring. 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.

Through a partnership with the Alamance-Burlington School System, the Elon University School of Education launched a content area-based professional development series for K-12 teachers. The objectives for the series were to deepen teachers' content area knowledge, which is crucial to quality instruction, and to help teachers meet a new NCDPI requirement for all K-12 teachers to earn three renewal credits in their content area per renewal cycle. The 2008-09 series included workshops in the areas of technology, health and physical education, and foreign language (Spanish); instructors were Elon University faculty from the Health and Human Performance Department, the School of Education, and El Centro de Espanol. A total of 21 participants earned one or more continuing education credits, and course surveys indicate that participants found the workshops to be an enriching learning experience. Plans to increase the number of workshop offerings and content areas represented are already underway for the 2009-10 academic year.

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 Education Outreach 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 2008-2009 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 underrepresented 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 minority 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. Minority 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 students; and hosting prospective minority students overnight on campus by their Multicultural Student Ambassadors. The School of Education also secures current diverse teacher education candidates to speak at all Open Houses. 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	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	5
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	35	White, Not Hispanic Origin	184
	Other	0	Other	3
	Total	38	Total	195
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	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	1	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	19
	Other	0	Other	0
	Total	3	Total	21

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)	2	1
Middle Grades (6-9)	3	1
Secondary (9-12)	10	2
Special Subject Areas (k-12)	3	3
Exceptional Children (K-12)	0	10
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	18	17
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1250
MEAN SAT-Math	570
MEAN SAT-Verbal	577
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	178
MEAN PPST-W	177
MEAN PPST-M	179
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.39
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)	3	47	0	1
Middle Grades (6-9)	0	5	0	2
Secondary (9-12)	0	22	0	0
Special Subject Areas (K-12)	1	10	0	0
Exceptional Children (K-12)	5	5	0	4
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	9	89	0	7
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2007 - 2008 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Biology (9-12)	.	N/A
Elementary Education	40	100
English	.	N/A
MG-Lang Arts	.	N/A
MG-Math	.	N/A
MG-Social Studies	.	N/A
Math (9-12)	.	N/A
Music	.	N/A
Physical Ed	.	N/A
Social Studies (9-12)	.	N/A
Spec Ed: General Curriculum	10	100
Institution Summary	50	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	30	34	27	7	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	0	2	0	1	0
Comment or Explanation						

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

2007-2008	Student Teachers	Percent Licensed	Percent Employed
Institution	70	90	49
State	4186	93	62

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2008 - 2009

LEA	Number of Teachers
Alamance-Burlington Schools	331
Guilford County Schools	162
Wake County Schools	95
Charlotte-Mecklenburg Schools	85
Forsyth County Schools	65
Orange County Schools	41
Randolph County Schools	37
Rockingham County Schools	36
Durham Public Schools	31
Person County Schools	31

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.

Due to low response rates, survey results have not been reported at the institutional level for any institutions this year.

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	12	16