

IHE Bachelor Performance Report

Elon University

2009 - 2010

Overview of the Institution

Elon University is a comprehensive, coeducational, residential university located near Burlington, North Carolina. Founded in 1889, Elon offers its 4,995 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 more than 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's Undergraduate Research Program brings faculty and students together beyond the classroom, fostering a number of student-led research projects which are collaborative, investigative, project-based, inquiry-based, open-minded and exploratory. Elon faculty members are devoted to teaching and are accessible to their students. Eighty-seven 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 tenth 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. Ninety-seven percent of graduating seniors praised Elon University for their overall experience, a rate exceeding the national average of 86 percent. In addition, Elon is ranked second for the third year in a row among 117 Southern regional colleges and universities in the 2010 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 2010 The Best 371 Colleges guide, and Elon received a rating of 94 out of 100 in The Princeton Review's "Guide to 286 Green Colleges. Additionally, Newsweek-Kaplan's 2010 college guide names Elon "The Leader in Engaged Learning" and cites the university's "constant innovation and sense of community." The 2009 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 #2 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 Teaching Fellows. Outside the classroom, Elon students have many opportunities to put their learning into practice and grow personally.

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 educational psychology, literacy, and subject area methods 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 17 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 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, 77% of 2009 Elon graduates studied abroad for at least one term. According to the Institute of International Education's Open Doors Report for 2008, Elon ranks first among the nation's master's-level institutions in the percentage 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/health, 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.

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

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
<p>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 2009-2010 academic year.</p>	<p>Provide high quality professional development sessions for K-12 teachers and teacher assistants in reading instruction in order to satisfy teachers' need for continuing education in reading, as well as to improve teaching of reading across the curriculum in local schools.</p>	<p>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 months. A total</p>	<p>June 2009-March 2010</p>	<p>These sessions served a total of 59 participants, including both teachers and teacher assistants.</p>	<p>The summer 2009 and spring 2010 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. Nineteen participants</p>

		<p>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 2009-2010 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>completed either 1.0, 2.0, or 3.0 renewal credits in the summer of 2009; forty participants completed either 1.0, 2.0, or 3.0 renewal credits in the spring 2010 series. These reading series were rated highly by participants, with some citing that this had been perhaps the most useful 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</p>
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					<p>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. An additional 20 teachers are registered for the upcoming summer 2010 reading series.</p>
A formal partnership was	Provide support as the faculty, staff, and	Initiatives have focused on five areas including assistance with	August 2009-May 2010	Approximately 50 Elon University	An Elon Academy scholar and

<p>established with Cummings HS (ABSS) in the fall of 2006 and has continued into the 2009-2010 school year; this partnership now includes Broadview Middle School, which feeds Cummings.</p>	<p>administration continue their work to restructure an underperforming high school, Cummings High, as well as provide students at the feeder middle school, Broadview, in order to give them a head start as they prepare to enter high school. The goals of Elon's partnership with Cummings/Broadview are to increase in confidence that a college/university education is possible; to increase understanding of life on a college/university campus; to increase overall GPAs; to increase in enrollment in Honors and AP classes; to increase numbers of students taking the SAT/ACT; to increase understanding of pathways to college; to increase appreciation of diversity; to increase understanding of career options and pathways; and to increase in number of students in dual-enrollment courses.</p>	<p>facilities, curriculum development, faculty/administrative support, grants and fundraising, and mentoring/tutoring/student recognition.</p>		<p>students and faculty served around 300 students from Broadview Middle and Cummings High Schools.</p>	<p>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 20 Elon faculty and staff volunteered to judge Junior Projects and Graduation Projects at Cummings High School. Approximately 30 Elon students provided over 350 hours of tutoring in all core subjects at Cummings during the 2009-10 school year. Several faculty have also served as mentors for Graduation Projects at Cummings. The Amigos Academic Service-Learning Project continued in 09-10 and is an ongoing, collaborative</p>
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					endeavor to build meaningful relationships between Elon University students and English language learners at Broadview Middle School and Cummings High School. In partnership with Cummings High, Alamance Citizens for Education, Alamance County Chamber of Commerce, and ABSS, a College Board Greenhouse grant funded six campus visits for approximately 250 students, as well as provided tuition for eight Cummings students to take Elon Credit Bank courses during the spring of 2010.
Outreach to all high schools in the Alamance-	Provide a college access program--The Elon Academy and spin-off		June 2009- June 2010 (The Elon	Twenty-nine Elon University faculty/staff and	he 22 scholars in our inaugural class, the Alpha Class, are

<p>Burlington School System.</p>	<p>programs--for academically promising, low-income, first-generation college youth in an effort to encourage academic growth and success in high school, as well as prepare them for university studies.</p>		<p>Academy has programming year-round).</p>	<p>students; 10 Alamance-Burlington educators; 76 high school students from the Alamance-Burlington school system.</p>	<p>graduating from high school and are on their way to colleges and universities across the state and nation. These scholars are the first to complete the program. They have worked hard in their high schools, remained committed to the program, and now their efforts are being rewarded. To date they have been accepted at over 30 different colleges and universities. A group of 26 rising 10th graders will join the existing 50 Beta and Gamma cohorts in summer 2010. This summer our Alpha Class scholars will complete the Elon Academy Transitions to College Program. Through the Transitions</p>
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				<p>Program, which is funded through the North Carolina Independent College and Universities (NCICU) College Access Grant Program, scholars will participate in a three-day retreat, a scholar/family workshop, and a graduation celebration. In addition they will have the opportunity to enroll in an Elon college writing class which will provide them with four hours of transfer credit at the college of their choice. Many will also participate in paid internships at LabCorp to help their families afford their college educations. The mission of the ELON Academy is to inspire these</p>
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					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.
Secondary schools in the Alamance-Burlington Schools, Guilford County Schools, Burlington Christian Academy, and The Elon School.	Serve senior high school students with a dual-credit program. The Credit Bank Program is offered to selected seniors in the surrounding secondary schools in order to provide students with the opportunity to earn and bank up to two college credits, as well as to allow students to "test drive" college.	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 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	September 2009-May 2010.	A total of 77 high school students took courses at Elon University during the 2009-2010 academic year.	Credit Bank students are advised by the Director of Education Outreach during their time on Elon's campus. Transcripts for each student, indicating hours earned (a maximum of 8 per student) and earned GPAs are 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. The

		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.			average GPA of students who participate in the Credit Bank program is 3.4. 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.
A formal partnership exists between the Elon University School	Identify a curricular need in the core areas of math, science, social studies, and language arts and develop	In 2009, Elon teacher candidates and faculty partnered with South Graham Elementary teachers,	August 2009- May 2010	All faculty/staff and the entire student body of South Graham	The collaborative process yielded a functional outdoor classroom that

<p>of Education and South Graham Elementary School, Alamance-Burlington Schools, Graham, NC.</p>	<p>curricula using a previously created product that will continue to meet academic/curricular needs of the school community; promote 21st century teaching and learning by expanding the concept of “the classroom” beyond the walls of the school; continue to lay foundation of school leadership skills in teacher candidates.</p>	<p>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 into a mutually beneficial relationship between university faculty, teacher candidates, school administration, and classroom teachers. Teacher candidates and teachers continued to develop a K-5 curriculum to correspond with all elements of the outdoor classroom, to use the outdoor classroom to promote 21st century teaching, and to foster community through the project. Specifically, a cohort of 15 Math/Science Methods II students organized a school wide outdoor classroom clean-up day during the fall semester of 2009. Also, in the spring of 2010 a group of students, led by a student teacher and her university supervisor, secured materials from community donors and added a “tangram stained glass window” to the outdoor classroom; the student</p>		<p>Elementary School use the outdoor classroom. Fifteen Elon University teacher candidates, two Elon faculty, and seven South Graham teachers were involved in the clean-up project. One Elon student teacher, her 22 students, and the university supervisor, with the help of community partners, developed the tangram stained glass window.</p>	<p>continues to support 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, a math-centered stained glass window, and a multicultural flag display. Teachers and teacher candidates wrote and implemented units of study for every grade level that correspond with each part of the outdoor classroom. Teacher candidates continued to assume a leadership role in the continued development of the project.</p>
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		teacher also developed a series of math-based lessons for the school's outdoor classroom curriculum binder.			
A formal partnership exists between Elon University School of Education, May Memorial Library, and four area elementary schools: Andrews Elementary, Smith Elementary, Newlin Elementary (Alamance-Burlington Schools), and Gibsonville Elementary (Guilford County Schools).	Address needs of 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.	Teacher candidates and faculty tutored 12 elementary school students from four local low-performing schools in reading at Burlington's May Memorial Library. The professor secured transportation from the university, and students were transported to the community library on Elon's BioBus. At least one parent, guardian, or family member was required to attend the tutoring sessions, which were held weekly. Teacher candidates and faculty taught the parents/guardians/family members how to work with their children at home to improve reading skills.	February 2010-May 2010.	A total of 12 elementary school students and their families (parents, grandparents, aunts, uncles, and other legal guardians, 12 in all) were served through the efforts of this partnership. Twelve Elon teacher candidates, an Elon Education professor, one volunteer bus driver, and a public librarian worked together to establish this program.	Objectives were met as 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). Preliminary evidence of

					successful intervention comes in the form of parental reports of students' improved performance on EOGs.
Alamance-Burlington School System.	In response to ongoing discussions between the President and the local Superintendent of Schools, the Dean and the School of Education were given the following charge by Elon's President and Provost: Initiate a process and collaborative organizational structure for strengthening and enhancing our partnership with the Alamance-Burlington School System.	Individual and ongoing meetings with the Superintendent, members of the school board, and community education advocacy groups were held at regular, monthly intervals. Membership was secured for the Dean on two partnership committees: the Alamance Chamber of Commerce Education Council, and the Close the Achievement Gap Committee. In consultation with the Superintendent, a comprehensive outline for school improvement was drafted and submitted for review to leaders of local advocacy groups.	June 2009-June 2010.	4 Elon faculty members 50 K-12 students 3 ABSS administrators 20 pre-K teachers 10 Elon teacher candidates	The School of Education increased participation of Education faculty in school programs, offering tutoring and other academic support services to students. In response to the adoption of a new literacy curriculum which was scripted and inflexible, Education faculty initiated successful discussions with local school administrators to facilitate flexible alignment of instruction with pre-service teacher preparation. The Dean facilitated a

					collaborative partnership between Vanderbilt University and ABSS for the purpose of implementation and evaluation of an evidence-based pre-school curriculum (Tools of the Mind), to include professional development provided to teachers by the research team at no cost to ABSS.
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B. Brief Summary of faculty service to the public schools.

Numerous Elon faculty members from various disciplines have offered service during 2009-2010 to schools and school systems in a variety of ways. Many faculty presented in their areas of expertise to local public school students; topics include the Holocaust, financial aid, snakes, healthy eating, recycling, and world cultures. Full-time education and arts and sciences faculty conducted workshops and seminars for teachers. Numerous university faculty and staff acted as mentors and reviewers for local secondary students who presented senior projects, and served as judges for senior project presentations. For the third year, Elon University collaborated with Elon Elementary School to support a K-5 Spanish language immersion program, SPLASH!, in partnership with Visiting International Faculty of Chapel Hill and the Alamance-Burlington School System. Physical Education and Health faculty and their students conducted health and fitness seminars for elementary-age girls in Alamance County. 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, RTI, inquiry-based learning in math and science, leadership, high school health, statistics, innovation in math education, technology, and using data to inform teaching. A Reading Buddies program was established with local elementary and middle school students, and over one thousand 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. 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-lead student volunteer groups include Teaching Fellows, Student Government Association, America Reads, Elon Volunteers! Tutors, anatomy students, engineering students, student athletes, and international students; their service included presentations/collaborations in journalism, chemistry, science fairs, fitness, soccer, several career fairs, ELL, and study skills. Numerous Elon faculty members serve as members of K-12 leadership teams, advisory boards, and planning committees 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'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. Finally, the School of Education hosted Homecoming Weekend "wisdom sessions" for alumni, with topics geared toward beginning teachers (classroom management, moving from survival to success, balancing life in the first three years). The sessions were delivered by young Elon School of Education graduates and moderated by School of Education faculty.

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 School of Education 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. The M.Ed. program at Elon is designed for experienced teachers, with a concentration on ensuring that teachers are prepared to teach effectively

and lead in an RTI environment. The PLT (Principles of Learning and Teaching) methods model, led by two faculty members and involving up to 20 teacher candidates per semester, allows education faculty to provide on-site expertise and staff development while teaching and supervising candidates in the classrooms of master teachers. Finally, the ETLP (Elon Teaching and Learning Partnership), now in its second year, is a classroom research program that enables high school and college faculty to work together to improve teaching and learning. The Partnership involves seven faculty from Elon University and seven career teachers from the public school systems in Alamance and Orange counties, and involves the development, implementation, and presentation of research-based classroom learning projects.

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 2009-2010, 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 I seminar class, elementary, special and middle grades teacher candidates participated in the 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. In addition to these ASL projects, the math education coordinator for the SOE coordinated a math homework hotline project with her middle grades and secondary math methods students. The project served a local high school and its feeder middle school, both low performing schools. Teacher candidates visited both schools to introduce themselves to the students as well as publicize the hotline in all math classes. Students from both schools were widely

encouraged to call the hotline (one number for middle grades, one for high school) for help in math homework four evenings per week; the phone lines were staffed by math methods students.

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 2009-2010 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. 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 continues 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 the upcoming implementation of approved revised teacher licensure programs, anchored by 21st century goals, will be the emphasis of the coming academic year. Likewise, similar dialogue between SOE faculty and local partners has led to the development of the Early Childhood Design Team, now in the process of developing a licensure program in Early Childhood Education.

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 2009-2010 include the following: Approximately 30 Elon students tutored at Cummings for a total of 359 hours. More than 20 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. A College Board Greenhouse Grant funded six campus visits for a

total of 250 students this year, and provided tuition for eight Cummings students to take Elon Credit Bank courses in the spring semester of 2010. Our partnership with Cummings High School and area schools remains strong.

Supplemental Information (Optional)

I. Brief description of unit/institutional special efforts to improve TE/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 minimum of 1100 (math and reading only) 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 School of Education has recently enhanced its website and has launched an alumni Facebook page to connect with SOE graduates. The Dean of the School of Education met with the athletic department and conducted a number of recruitment presentations to the football team. 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 School of Education also sponsored two recruiting events at the university's campus-wide weekly College Coffee.

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 in a number of ways. The Teaching Fellows Director worked in conjunction with the Associate Provost to add the Director of the Multicultural Center as a member of the Teaching Fellows Advisory Committee. This appointment has added a diverse dimension to discussions of multicultural and male recruitment. Additionally, Teaching Fellows worked as a subcommittee of the Advisory Committee to create a multicultural brochure that included information about student support groups, the Multicultural Center and needs-based scholarships. This brochure was included in mailings from the Admissions office. 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. Additionally, in order to increase our faculty diversity in the School of Education, we secured an Elon University African American Minority Faculty Fellowship. Dr. Cherrel Miller-Dyce will serve as an assistant professor of education, teaching courses, advising students, conducting research, and serving on a variety of university committees. Her visibility as well as her area of expertise, college access for underrepresented and disadvantaged groups, will serve as an incentive to Elon students of color to choose education in greater numbers than has been previously the case. 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		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	3
	Hispanic		Hispanic	5
	White, Not Hispanic Origin	27	White, Not Hispanic Origin	184
	Other		Other	7
	Total	27	Total	200
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	0	Total	0
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	5
	Other		Other	
	Total	2	Total	5

B. Lateral Entry/Provisionally Licensed Teachers

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

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

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

	Baccalaureate
MEAN SAT Total	1,256
MEAN SAT-Math	572
MEAN SAT-Verbal	561
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	178
MEAN PPST-W	177
MEAN PPST-M	178
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.42
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)				
Elementary (K-6)	9	44		1
Middle Grades (6-9)		3		
Secondary (9-12)	2	20		1
Special Subject Areas (K-12)		7		
Exceptional Children (K-12)	1	7		1
Vocational Education (7-12)				
Special Service Personnel				
Total	12	81	0	3
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2008 - 2009 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	53	100
Spec Ed: General Curriculum	9	78
Institution Summary	62	97
* 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	46	20	27			
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	1		1			1
Comment or Explanation						

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

2008-2009		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	99	93	36
Bachelor	State	4,725	92	49

**H. Top10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in NC in &cohort_start_year - &cohort_end_year**

LEA	Number of Teachers
Alamance-Burlington Schools	338
Guilford County Schools	164
Charlotte-Mecklenburg Schools	91
Wake County Schools	89
Forsyth County Schools	68
Orange County Schools	44
Rockingham County Schools	41
Randolph County Schools	38
Durham Public Schools	30
Person County Schools	29

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 several factors affecting responses, survey results will not be reported at the institutional level 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
13	11	8