

IHE Bachelor Performance Report

Elon University

2010 - 2011

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 4,995 undergraduates a dynamic academic program, featuring a solid liberal arts education as well as excellent professional programs in business, communications, and education. Elon is a national leader in experiential education, providing an ideal learning environment where students are encouraged to engage in self-discovery and self-investigation to become independent thinkers and learners. Students regularly engage in experiential learning through 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's Undergraduate programs bring faculty and students together beyond the classroom - fostering a number of student-led research projects which are collaborative, investigative, and inquiry-based. Students who participate in the Undergraduate Research Program, present each spring at SURF (Student Undergraduate Research Forum) and often take their research beyond campus to the National Conference for Undergraduate Research and other discipline-specific professional conferences. Elon's distinctive programs have received national recognition offering students exciting opportunities and academic challenges through its six selective, four-year Fellows programs: Honors Fellows, Elon College Fellows (arts and sciences), Journalism and Communications Fellows, Isabella Cannon Leadership Fellows, Business Fellows, and Teaching Fellows. Eighty-seven percent of our full-time faculty hold the highest degrees in their perspective disciplines and professional fields. For the eleventh 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. Elon has received many notable distinctions for its overall commitment to undergraduate education: Elon is ranked second for the fourth year among 118 Southern universities by the 2011 edition of the U.S. News & World Report's "America's Best Colleges" rankings; Princeton Review lists Elon among the nation's 373 "Best Colleges" in its 2011 college guide; Newsweek-Kaplan 2010 names Elon "The Leader in Engaged Learning; 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 Corporation for National and Community Service named Elon to the President's Higher Education Community Service Honor Roll for its national leadership in service-learning and engagement from 2005-2010; 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 academic and student support services needed to become successful teachers. The program offers students an opportunity to begin field experiences as early as winter term of their freshman year, allowing students to engage in early conversations about the teaching profession and make better informed decisions about entering teacher education early in their college career. For students who are formally admitted to teacher education, this early field experience is followed by more extensive practicum experiences through courses such as educational psychology, literacy, and subject area methods. Thus, the Elon teacher education student enters student teaching with over four semesters of direct public school classroom experience with career-status teachers. All teacher education practicum/field placements are made by the Director of Education Outreach. The director is responsible for ensuring students gain classroom/teaching experience within varied grade levels and schools – all 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 practicum/field experiences in the schools, a minimum of ten hours per semester for two semesters prior to the student teaching experience. For example, Teaching Fellows are required to provide tutoring services at local public schools or charter schools. Additionally, Teaching Fellows volunteer to work in schools and various public school programs each semester and significantly exceed the expectations of their required field/practicum and volunteer experience over the course of their college careers. The Kernodle Center for Service Learning provides all members of the Elon campus, including pre-service teachers, the opportunity to develop an ethic of service by connecting the campus and community through service and academic learning experiences – with many experiences offered within the local schools. Elon embraces and nurtures a philosophy that instills a sense of civic responsibility in every student - where over 91% percent of graduating seniors participate in service learning while at Elon University. Similarly, the institution provides numerous opportunities for faculty and staff to participate in various volunteer experiences. Over 70% of Elon seniors study abroad at least once before graduation – making Elon #1 in the country among master's level institutions for 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.

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>During the 2010-2011 academic year a formal partnership was established with Elon University School of Education and the Alamance-Burlington School System.</p>	<p>A pilot study was conducted using a professional development inquiry group with teachers at Andrews Elementary to examine the use of instructional technology in improving daily classroom instruction.</p>	<p>The inquiry group consisted of six teachers (who served as cooperating teachers for student teaching candidates), the school principal, and an Elon adjunct faculty member. Teachers were challenged to integrate technology into their daily teaching practice to determine whether lessons taught with technology versus without technology impacted student engagement/participation, interest, and growth. Each teacher divided their students into two groups, collected pre-test data, and taught the same lesson to one group using various modes of technology and to one group using paper/pencil, textbooks, whiteboards, etc. Each teacher designed a survey for students to</p>	<p>September 2010- June 2011</p>	<p>This study included six teachers/classrooms with approximately 20-25 students per class.</p>	<p>Collectively, using post-test data and the student surveys, teachers concluded that student's participation and engagement was much higher when technology was integrated into the daily lesson versus using non-technology. In general, students were excited about learning, but for those whose lessons were enriched with technology - they demonstrated more active participation and engagement with the lesson, and worked more collaboratively</p>

		complete to uncover student interest, student participation and student learning. The teachers met monthly (two hours each session) to design the research methodology, discuss the data collection process, discuss research findings, implications for further research, and design their final research presentation.			y with peers. No direct correlation to student growth was found.
A formal partnership was established with Cummings HS (ABSS) in the fall of 2006 and has continued into the 2010-2011 school year; this partnership now includes Broadview Middle School, a feeder-school for Cummings High School.	Provide support to the administration, faculty and staff at Cummings High as they continue to work to restructure their underperforming high school. The goals of Elon's partnership with Cummings is to increase: (1) the confidence of students' that a college/university education is possible; (2) students'	Initiatives have focused on five areas including assistance with facilities, curriculum development, faculty/administrative support, grants and fundraising, and mentoring/tutoring/student recognition.	August 2010-May 2011	Approximately 50 Elon University students and faculty served around 300 students from Broadview Middle and Cummings High Schools.	An Elon Academy scholar and sophomore at Cummings began a literary club in 07-08. Elon University continues to provide sets of books regularly to support this effort each year. More than 20 Elon faculty and staff volunteered to judge Junior Projects and Graduation Projects at Cummings High School and serve as mentors for project

	<p>understanding of the academic and social dynamics on a college/university campus; (3) overall student grade point averages; (4) student enrollment in Honors and AP classes; (5) the number of students taking the SAT/ACT; (6) understanding of pathways to college; (7) appreciation of diversity; (8) understanding of career options and pathways; and (9) the number of students in dual-enrollment courses at Elon.</p>				<p>development. In Fall 2010, sophomore and junior Teaching Fellows tutored and mentored Cummings English IV students with their graduation projects - 38 Fellows were paired with 51 students. Approximately 30 Elon students provided over 350 hours of tutoring in all core subjects at Cummings during the 2010-11 school year. The Amigos Academic Service-Learning Project continued in 2010-11 and is an ongoing, collaborative endeavor to build meaningful relationships between Elon University students and English language learners at Broadview Middle</p>
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					<p>School and Cummings High School. Cummings. In partnership with the Elon School of Communications, Elon Academy and Cummings High School, a Go-4-College series and DVD was produced to provide college-going information to students and families who have no family history of college. Cummings High School administration was instrumental in editing the video. The DVD was distributed to ABSS counselors and teachers.</p>
<p>Outreach to all high schools in the Alamance-Burlington School System: The Elon Academy</p>	<p>Provide a college access program for academically promising, low-income, first-generation college youth.</p>	<p>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. Approximately 75</p>	<p>June 2010-June 2011 (The Elon Academy has programming year-round).</p>	<p>Twenty-nine Elon University faculty/staff and students; 10 Alamance-Burlington educators; 73 high school students from the Alamance-Burlington</p>	<p>Currently, 20 scholars in our inaugural class, the Alpha Class, are completing their first year of college. An additional 21 have graduated</p>

		<p>scholars spend a month on the Elon campus taking core academic courses during the day including personal finance, philosophy, herpetology, criminology, engineering, creative writing, cognitive science, biology, Spanish language and culture, and music. In addition, all scholars participate in a college planning class that ensures that they are on the right track to pursue higher education. Scholars also participate in an evening curriculum that includes golf, dance, show choir, drama, personal defense, art and tennis; they are engaged in leadership development classes, community service projects, and college visits.</p>		<p>school system.</p>	<p>from high school and are on their way to a wide variety colleges and universities. 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 our scholars have been accepted at over 40 different colleges and universities. A group of 23 rising 10th graders will join the existing 50 Gamma and delta cohorts in summer 2011. This summer our Beta Class scholars will complete the Elon Academy Transitions to College Program. Through the</p>
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					<p>Transitions 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. Many of our Alpha class scholars are serving as peer leaders during this summer bridge. In addition they will have the opportunity to enroll in an Elon college writing class (ENG 110) which will provide them with four hours of transfer credit at the college of their choice. Fifteen to 20 scholars will also</p>
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					<p>participate in paid internships at LabCorp to help their families afford their college education. 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.</p>
<p>Secondary schools in the Alamance-Burlington Schools, Guilford County Schools, Burlington Christian Academy, and The Elon School: The Credit Bank Program.</p>	<p>Provide high school seniors with a dual-enrolled academic program which allows seniors to take Elon college courses for both high school and college credit. The Credit Bank Program is offered to select seniors, in</p>	<p>Students may enroll in one college course for credit during both the fall and spring semester of their senior year in high school. Pre-selected courses are made available in foreign language, history, religious studies, English, mathematics, philosophy, and political science. Students are admitted to the University under Special Student status and are</p>	<p>September 2010-May 2011.</p>	<p>Sixty high school students enrolled in Credit Bank and completed coursework for credit in 2010-2011.</p>	<p>The Director of Education Outreach serves as the coordinator/liaison of the program, overseeing the collaboration between the student/parent, Elon faculty/staff and school/district; serving as the student's academic advisor at Elon; and</p>

	select area secondary schools, who meet a set of admissions requirements as required by the Elon Office of Admission and the School of Education Office of Educational Outreach	afforded the same educational opportunities as traditionally admitted undergraduate students. This dual-enrollment program offers participants an opportunity to earn high school credits with honors-level weight. The program was established in 2004 and has assisted the community and participating schools/school districts in providing rigorous coursework to some of the areas most high-achieving students.			communicating student's academic progress to school partners to ensure college-credit is accurate and made readily available for high school transcript reporting. Students participating in the program benefit academically by engaging in rigorous academic study within a globally diverse learning community with Elon faculty, staff and students.
A formal partnership exists between the Elon University School of Education and South Graham Elementary School, Alamance-Burlington Schools, Graham, NC.	The Inter-Session Science Education program was developed in collaboration with South Graham Elementary (extended calendar school)to provide remediation and	The program was designed to assist both teacher education students enrolled in EDU (course title) and students at South Graham. The activities included five half-days of planned activities that were focused on concepts in physical science from the K-5 NCSCOS. Teacher education	October 2010-May 2011	Participants included an Elon faculty member, 15 teacher education students and approximately 35 children.	The activity yielded positive outcomes for both school children and education students. The school children enjoyed the week and ultimately seemed to gain conceptual

	<p>enrichment, as well as child care during week-long intercessions. The school identified academic priorities that focused on the science curriculum and enriching content based language activities.</p>	<p>students assisted in developing and executing daily lessons. The activities and engagement with students enriched the teaching experiences of education students.</p>			<p>knowledge. Education students commented that they were excited to plan and lead activities in an authentic teaching context. They also were pleased to have an opportunity to teach science.</p>
<p>A formal partnership has been established between Elon University School of Education (funded by the Oak Foundation), May Memorial Library, and four area elementary schools: Andrews Elementary, Smith Elementary, Newlin Elementary (Alamance-Burlington Schools), and Gibsonville Elementary (Guilford County Schools).</p>	<p>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</p>	<p>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</p>	<p>February 2011-May 2011.</p>	<p>Participants included an Elon Education faculty member, 17 teacher education candidates, and 17 students. Additionally, at least one family member was required to attend each session with their student.</p>	<p>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</p>

	<p>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>improve reading skills.</p>			<p>candidates' perceptions of the parents of students who struggle with reading through pre/post perception survey instruments. Preliminary evidence of successful intervention comes in the form of parental reports of students' improved performance on EOGs.</p>
<p>Alamance-Burlington School System.</p>	<p>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</p>	<p>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</p>	<p>June 2010-June 2011.</p>	<p>4 Elon faculty members 50 K-12 students 3 ABSS administrators 20 pre-K teachers 10 Elon teacher candidates</p>	<p>The School of Education continued and enhanced participation of Education faculty in school programs, offering tutoring and other academic support services to students. The collaborative partnership continued between Vanderbilt University and ABSS for the purpose of implementatio</p>

	<p>our partnership with the Alamance-Burlington School System.</p>	<p>improvement was drafted and submitted for review to leaders of local advocacy groups.</p>			<p>n and evaluation of an evidence-based pre-school curriculum (Tools of the Mind), including professional development provided to teachers by the research team at no cost to ABSS. A collaborative Professional Learning Community (PLC) was formed at Andrews Elementary School for the purpose of enabling teachers to study instructional technology and to implement 4 action research projects designed to test their effectiveness as measured by students' engagement and achievement. The graduate program launched a summer</p>
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					<p>enrichment program on campus for local students designated as having Academic & Intellectual Gifts (AIG). A joint planning group was formed to explore the feasibility of creating a university high school for academically talented and gifted students in grades 9-12.</p>
<p>In collaboration with administrators at Andrews Elementary (Alamance-Burlington School System) and Elon teaching candidates (supervised by an Elon Education faculty member), a series of bilingual parent information workshops, entitled Twilight Sessions, were offered to parents of Andrews</p>	<p>The goal was to provide the bilingual parents/families of Andrews Elementary with a support program that offered parenting, healthcare, and financial-planning support. It also provided Elon teaching candidates with an opportunity to connect with the families they</p>	<p>Two Twilight Sessions were conducted in 2010-2011. In session one, parents were invited to participate in a nutrition, child behavior management and literacy workshop conducted by various community partners and Elon University. In session two, parents participated in a financial planning, child behavior management and literacy workshop provided by community partners.</p>	<p>Session one was conducted in fall 2010 and session two in spring 2011.</p>	<p>Participates included 15 Elon teaching candidates, an Elon Education faculty member, 46 parents and 23 students. In session two, 56 parents and 19 students participated.</p>	<p>The program successfully provided both meaningful service and community outreach to the bilingual parents at Andrews. Parents were enlightened with a variety of information to better inform them of community agencies, programs and services available within their community.</p>

<p>students based on parent need.</p>	<p>served by designing and implementing community programming .</p>				
<p>Elon Education faculty have collaborated with Holt Elementary and Hillcrest Elementary (Alamance-Burlington School System), and St. Patrick Elementary, Ireland and Kalk Bay Elementary, South Africa on a research project entitled, Global 2.0 Project.</p>	<p>The research project is a technology-based exchange with schools to examine the impact of shared curriculum experiences between two global classrooms and Alamance County. Students and teachers will participate in a four to six week unit focused on addressing national stereotypes and culture. Classrooms will participate in an artifact exchange, sending representations of their schools, community and culture to their partner school. The goal is to</p>	<p>Students in selected elementary classrooms (at Hillcrest and Holt in Alamance-Burlington)and global schools/classrooms completed shared curriculum focused on identity and culture. Students and teachers participated in a four to six week unit focused on addressing national stereotypes and culture. Classrooms will participate in an artifact exchange, sending representations of their schools, community and culture to their partner school via technology. A series of six writing prompts were posted to the paired classes in writing centers with responses shared within classrooms and in online exchanges through Skype. At the beginning of the unit and following the completion of the unit, students</p>	<p>Fall 2010-May 2011</p>	<p>Participants included two Elon Education faculty, two elementary schools -10 teachers (one per grade level at each school), and approximately 250 elementary students.</p>	<p>Teachers complete a survey with open-ended questions intended to document their experience and their understanding of global education and shared curriculum through technology. Data was collected from student artifacts, online responses, video discussion of skype exchange, and surveys to document both teachers and students global learning experiences.</p>

	document the experiences of students and teachers in their interaction with students/teachers from different cultures.	were asked to respond in writing and through an illustration to the prompt: This is my world.			
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B. Brief Summary of faculty service to the public schools.

Fifty-two Elon faculty members from various disciplines offered service during 2010-2011 to schools and school systems in a variety of ways. Twenty-three professors presented in their areas of expertise to local public school students and teachers. Topics included the US and world history, financial aid, biology, healthy eating and movement, recycling, and world cultures. Full-time education and arts and sciences faculty conducted workshops and seminars for teachers. Nineteen university faculty and staff acted as reviewers and judges for local students who presented senior projects. For the fourth 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. A lunch-time Spanish language club was also formed to provide conversational Spanish to interested students in grades 3-5. Physical Education and Health faculty and their students conducted health and fitness seminars for elementary-age girls in Alamance County. Twenty-two professors and eight staff members organized and hosted especial events such as fairs, competitions and campus visits. 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 continued with local elementary and middle school students. One hundred fifty-six Elon students under faculty and staff supervision provided tutoring to local K-12 students, and one hundred and twenty-six students performed a variety of volunteer services in schools. A variety of university-sponsored cultural events were made available to local educators and students at no charge. Admissions staff have presented 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, and 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. Elon faculty and staff members serve as members of K-12 leadership teams, advisory boards, planning committees and are active in PTA/PTSO organizations.

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

With many of Elon's graduates teaching their first year in local public schools, faculty/university supervisors who supervise pre-service teaching candidates in the field have an opportunity to support the needs of beginning teachers. Elon's School of Education Curriculum Resources Center offers a variety of K-12 curriculum materials for all local teachers/schools/school districts to review and/or check-out. Additionally, the School of Education hosted its second annual Homecoming Weekend "wisdom sessions" for alumni. The sessions were delivered by our recent Elon School of Education graduates and moderated by School of Education faculty – with seminar topics focused on supporting the needs of beginning teachers – to include: classroom management, moving from survival to success, and balancing life in the first three years. Finally, a professional development inquiry group was formed at Andrews Elementary (Alamance-Burlington Schools) to provide beginning teachers with instructional technology support to improve daily instruction.

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

Elon University maintains its strong commitment to preparing highly-qualified teachers through the licensure-only program. This post-baccalaureate program evaluates the educational records of individuals who hold an undergraduate degree in any area of study for admission as a Special Student to the University. The program allows individuals to complete the necessary coursework/requirements to obtain teacher licensure. The Director of Education Outreach (in conjunction with the appropriate program coordinator) reviews interested student's official transcripts, develops a plan of study outlining coursework, and assist students in formerly applying to the University.

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

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 third 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 2010-2011, 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 several hour-long tutoring sessions, candidates conducted guided reading groups with lessons based on pre-assessment data they collected and analyzed. More than 60 elementary students were served in this program. The literacy facilitator at one ASL site has referred to the involvement of Elon University teacher candidates in the life of their school as a “win-win situation.” The struggling readers gained more reading practice in the tutoring sessions, and they benefit from using the materials designed to help them understand more complicated text. Data gathering, analysis and interpretation are ongoing, and will be reported in a subsequent cycle. Furthermore, one of the literacy programs ("It Takes a Village") has received significant external funding from an International foundation to permit replication of the model in two other jurisdictions. Aggregated outcome data will be reported in the next cycle as well as at national professional meetings and through peer-reviewed professional publication outlets. The teacher candidates gained the opportunity to create and carry out lessons in guided reading groups for those students who struggle the most, and they learn how to use technology to supplement access to academic content.

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

Goal: NC public schools will produce globally competitive students. Elon faculty and P-12 partners address global education through (1) culturally responsive pedagogy and (2) standards-driven instruction. Goal: NC public schools will be led by 21st Century professionals. Of the many and varied understandings of "21st Century" we choose to focus on (1) technology, (2) accountability, and (3) diversity. Technology is primarily addressed through judicious use of interactive internet resources. Accountability is addressed through instruction for candidates on use of state-wide data system: EVAAS for instructional planning and evaluation. Diversity is emphasized through strong partnerships with families and communities. Goal: NC public school students will be healthy and responsible. Our faculty members in the School of Education's Department of Health and Human Performance have provided several service projects to schools to promote fitness and physical health, including Girls in Motion and a new project entitled The Walking Classroom, a social studies curriculum designed to be implemented in conjunction with regular physical activity.

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

Elon continues to increase its involvement in local schools and to increase support of education in the local area. Included are ongoing initiatives to continue to support Hugh M. Cummings High School and other area schools. Generally, during 2010-2011, Elon students tutored at Cummings and other high schools in ABSS. Elon faculty and staff volunteer and service efforts are detailed in section B. Through the Elon Academy College Access and Success program, a college access DVD series was created and distributed to ABSS counselors and teachers. The

twenty-two members of the Alpha Class of the Elon Academy all were supported through their first year in college to assure that the gains made during their high school years were sustained and fully realized in their college environments. Children with learning disabilities and those with academic gifts and talents were served on Campus through two summer enrichment programs operated by graduate students enrolled in Elon's Master of Education program. School personnel and parents were involved in collaborative recruitment and outcomes shared at the end of the programs. Public school personnel were included in seminars held with special education experts Lynn & Doug Fuchs of Vanderbilt University who were on campus for two full days of consultation and research presentations.

Supplemental Information (Optional)

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

Undergraduate and graduate students 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. 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.

In 2010 and 2011 we continued recruitment strategies put into place in the previous year, with only minor enhancements. One major change was the addition of a new Outreach Director with major responsibilities for recruitment and public relations. Web-site enhancements (e.g., video) and the Facebook page were maintained and updated more regularly to assure fresh information was put out for public viewing. On special recruitment days faculty and current students present information regarding the Teacher Education Program to high school juniors and seniors and their families. The Dean made two presentations to visiting Guidance Counselors. Prospective students participate both in formal and informal settings to discuss the Teacher Education Program. The Elon University Teaching Fellows program is a focused effort to recruit high achieving 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 on-campus recruiting events and multiple mailings to promote the new Early Childhood major.

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

The School of Education's diversity is a reflection of the ethnic and racial mix of the campus, and is therefore a beneficiary of campus-wide efforts to make gains in this area. Elon has taken a major step in increasing the recruitment and enrollment of minority students by appointing a full-time Faculty Administrative Fellow for Diversity and Global Engagement in the Office of the President. During her first year in this assignment, Dr. Brooke Barnett has reported the following initiatives: The Provost has required that in order to increase diversity among the faculty (critical to recruitment of students of color), faculty searches will employ best practice hiring protocols including standard language in ads, broadly written ads, trained diversity advocates, tracking diversity of applicant pool, removal of language that might send a mixed welcome to international candidates and increased resources to support recruitment. New hiring initiatives include a revamped pre- or post-doc faculty fellowship program. The Credit Bank Program in which high school students can take classes on campus, has stepped up its efforts to identify and enroll high-achieving students from diverse backgrounds. President Lambert organized a diversity council to address structural barriers to diversification through strategic initiatives, including innovative retention programs for all employees but especially for faculty and staff of color. A Curriculum and Pedagogy subcommittee is thinking about ways to infuse diversity into the curriculum - whether that be through General Studies, disciplinary majors, or interdisciplinary programs, new courses or existing ones, on-campus or domestic travel or experiential courses, during in regular semesters or Winter or summer terms, for first-year students in particular, but also throughout all four years. The committee also hopes to find ways to facilitate faculty development related to pedagogy. An Institutional Messages sub-committee has been serving as a reading group for campus written, video and web materials and is also working on suggestions for a university wide protocol for diversity messaging. They are also working on ideas for ways to make diversity tangible in classrooms, residence halls and public spaces across campus. The Assessment Committee revamped the exit survey and interview process for graduating students with an eye toward improved campus climate. The Student Recruitment and Retention sub-committee is working on first generation retention practices and examining the admissions messages surrounding diversity.

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

All initiatives have been described in one or more of the previous sections.

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	2
	Hispanic		Hispanic	4
	White, Not Hispanic Origin	18	White, Not Hispanic Origin	155
	Other		Other	5
	Total	18	Total	167
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	1	White, Not Hispanic Origin	
	Other		Other	
	Total	1	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		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	0	Total	0

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number of 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	1,248
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	*
MEAN PPST-W	*
MEAN PPST-M	*
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.38
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)	7	26		
Middle Grades (6-9)		4		
Secondary (9-12)		14		
Special Subject Areas (K-12)		7		1
Exceptional Children (K-12)	1	8		
Vocational Education (7-12)				
Special Service Personnel				
Total	8	59		1
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2009 - 2010 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	54	100
Spec Ed: General Curriculum	7	100
Institution Summary	61	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	5	31	29	1	1	
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1					
U Licensure Only						
Comment or Explanation:						

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

2009-2010	Student Teachers	Percent Licensed	Percent Employed
Bachelor Institution	95	92	37
Bachelor State	5,569	80	48

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2010-2011.

LEA	Number of Teachers
Alamance-Burlington Schools	349
Guilford County Schools	166
Wake County Schools	92
Charlotte-Mecklenburg Schools	85
Forsyth County Schools	63
Orange County Schools	44
Rockingham County Schools	40
Randolph County Schools	34
Person County Schools	30
Chatham 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
17	8	6