

IHE Bachelor Performance Report

Elon University

2013 - 2014

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. Elon has received many notable distinctions for its overall commitment to undergraduate education: Elon is ranked first among 127 Southern universities by the 2014 edition of the U.S. News & World Report's "America's Best Colleges" rankings; Kiplinger names Elon a 2014 'best value' university; Princeton Review lists Elon among the nation's 378 "Best Colleges" in its 2014 college guide with number one rankings in study abroad and "best-run" colleges category; 2014 Fiske Guide names Elon one of the nation's 21 "Best Buy" private universities; 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 *Chronicle of Higher Education* included Elon among leading institutions that produced Fulbright student scholarships in 2013-2014; 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 2005-2013; Additionally, the university competes in 16 intercollegiate men's and women's sports in NCAA Division I, and is a member of the Colonial Athletic Association.

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). The Elon Teaching Fellows Program is a national model for the preparation of teacher leaders and scholars that prepares future teachers who think critically and embrace diversity, who are leaders within and beyond the classroom, and who will participate meaningfully in a global society. Teaching Fellows participate in a number of additional enrichment experience, such as additional practicum/field experiences in the schools, a minimum of ten hours per semester for two semesters prior to the student teaching experience; spend a semester abroad; participate in a leadership experience in Washington, DC; and participate in required tutoring series in local schools and community agencies. The Elon University Noyce Scholars Program, a partnership between Elon University and the Alamance-Burlington School System (ABSS), recruits, prepares and supports mathematics, biology, chemistry and physics undergraduate majors as they become outstanding secondary-level teachers. 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. Elon is among the nation's top universities in fostering social responsibility and public service according The Princeton Review and Campus Compact. 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. Since 2007, Elon has been noted as 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 early childhood education, 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
In 2012 – 2013 Gerry Francis, Executive Vice President, and Deborah Long, Professor of Education were invited to join a Stakeholders group to develop a vision plan for the Alamance-Burlington School System (ABSS).	Create a vision plan for ABSS	The group met every third Wednesday morning and completed their work in spring 2013. Based on this vision plan ABSS is developing a strategic plan.	September 2012-June 2013.	There were 2 participants from Elon University	Elon University and The School of Education continue to invest time and expertise to improve education in Alamance County by serving on committees such as these.
In spring of 2014 a Community Education Initiative was begun by community leaders including President Leo Lambert and Executive Vice President Gerry Francis. Jean Rattigan-Rohr, Associate Professor of Education, and Deborah Long, Interim Dean of the School of Education, serve on this committee as well.	Find ways for key leaders to support public education in Alamance County	This group meets monthly, sometimes more frequently, to discuss ways that businesses, educational institutions, organizations, and individuals can join together to improve education in Alamance County.	January 2014 - present	There were 4 participants from Elon University	

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<p>Secondary schools in the Alamance-Burlington Schools, Guilford County Schools, Burlington Christian Academy, and The Elon School: The Collegiate Start 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 Collegiate Start Program is offered to select seniors, in select area secondary schools in Alamance and Guilford County, who meet a set of admissions requirements as required by the Elon Office of Admission and the School of Education Office of Education Outreach.</p>	<p>Students may enroll in two college courses for credit during both the fall and spring semester of their senior year in high school. Over 40 pre-selected courses are made available in subjects such as foreign language, history, religious studies, English, mathematics, philosophy, and political science. Students are admitted to the University under Special Student status and are 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.</p>	<p>August 2013-May 2014.</p>	<p>79 high school students enrolled in Collegiate Start and completed coursework for credit in 2012-2013.</p>	<p>The Director of Education Outreach serves as the coordinator/ liaison for 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 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</p>

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					within a globally diverse learning community with Elon faculty, staff and students.
A formal partnership has been established between Elon University School of Education (funded by the Oak Foundation), May Memorial Library, Barnes and Nobles Book Store (Burlington), First Presbyterian Church and students, Wells Fargo Bank N/A, and parents from several area elementary schools, including: Andrews Elementary, Grove Park, Smith Elementary, Newlin Elementary, Broadview Middle and Turrentine Middle (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	Teacher candidates, university professors, librarians and other Village volunteers tutored a record number of elementary and middle school students. A total of 82 students from several low-performing schools were tutored in reading, music and science. The professor secured transportation from the university, and tutors were transported to the community library and The First Presbyterian Church, Burlington 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.	August 2013-May 2014	Participants included 8 Elon Education faculty member, 25 teacher education candidates, several in-service teachers, Elon librarians, 3 Elon University Education Alumni, 56 volunteers and 107 students/families. Additionally, at least one family member was required to attend each session with their student.	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

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	<p>interact effectively with families, particularly culturally different families. . In addition to reading instruction, the Village Project also exposes its youngest tutees (3 and 4 year olds) to early childhood literacy, numeracy and effective play. K- 9th grade tutees involved in reading are also participants in music and science activities, known locally as “Music in the Village” and “Science in the Village.” As mentioned earlier, one of the unique features of the Village project is its family involvement requirement</p>				<p>students who struggle with reading through pre/post perception survey instruments, student motivation instrument, and parent evaluation survey Preliminary evidence of successful intervention comes in the form of parental reports of students’ improved performance on EOGs.</p>
Elon Education faculty collaborated	The research project is a	Teachers completed cultural awareness	Fall 2011- June 2014	Participants included two	Teachers completed

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with Alamance-Burlington School System and a school in Guatemala, El Tigre City: Salcajá, on a Global 2.0 Project.	technology-based exchange with schools to examine the impact of shared curriculum experiences between one global classrooms and Alamance County. Students and teacher participated in a four to six week unit focused on addressing national stereotypes and culture which was culminated with a Skype experience. The goal is to document the experiences of students and teachers in their interaction with students/teachers from different cultures.	survey (CQI) and semi-structured interviews on understandings of global education and cultural awareness.		Elon Education faculty, 1 Peace Corp Volunteer, two elementary schools 2 teachers (one student teachers and approximately 45 elementary students.	cultural awareness surveys and were interviewed with a semi-structured protocol intended to document their experience and their understanding of global education and shared curriculum through technology.

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

For the 2013-14 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

- a) **All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.** All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students. Candidates take a class that prepares them to use digital and other instructional technologies: CIS 220 Technology in Teaching and Learning. In addition, cooperating teachers and candidates are supported by our Coordinator of Education Technology while in the classroom.

CIS 220 Course Description: This course is designed for students who are planning to teach at the elementary, middle or secondary level and provides an introduction to the role of technology in teaching and learning in K-12 schools. The course provides opportunities for students to develop basic skills in using technology and in selecting and applying technology appropriately to enhance teacher productivity and student learning. Prerequisite: EDU 211 or SOC 243. Offered fall and spring.

Information regarding technology support during practicum and student teaching is available at:

<http://www.elon.edu/e-web/academics/education/students/studentteachertech.xhtml>

- b) Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. *Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.*

Dr. Mary Knight-McKenna and Dr. Joan Barnatt, both of whom are very familiar with our new state assessments, reviewed our curriculum to ensure that all candidates in elementary and special education candidates were prepared for the new requirements. After reviewing the curriculum, it was determined that all of our candidates, with the exception of our K-12 special education candidates, were in good stead. To remedy this situation, we are now requiring all of our candidates to take EDU 323 Literacy Development Principles and Practices.

EDU 323 Course Description:

This course involves the study of the fundamental processes by which a child learns to read both linear and nonlinear communication. Attention is given to readiness factors, vocabulary development, word attack, comprehension skills, assessment, writing and

reading, interest in reading, the interrelatedness of all areas of the language arts to the reading process, and the integration of technology into the development of literacy. A variety of methodologies and instructional strategies are presented focusing on providing balanced reading instruction to meet diverse student strengths and needs including language experience, phonics, reading for meaning, literature circles, reading workshop, basal book, electronic book discussions, technology projects and monitoring reading progress. Prerequisites: EDU 211, PSY 321 and admission to the teacher education program or permission of instructor. Corequisite: EDU 311 or 312. Offered fall and spring

- c) Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.

All of our candidates take a course in assessment: EDU 315 Educational Assessment. This course prepares them to apply formative and summative assessments. In addition candidates are familiarized with EVASS.

EDU 315 Course Description:

This course is designed to give students a basic understanding of the purpose, use, and interpretation of educational assessments. Emphasis is placed on classroom assessment – monitoring progress, evaluating student products and performances, and constructing reliable measures of achievements. Consideration is also give to the interpretation and communication of both individual and aggregated assessment results. Prerequisite: EDU 211 or SOC 243, PSY 321. Offered fall and spring. Only Music Education majors have the option of 2-4 semester hours.

- d) Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

All elementary candidates take a course FNA 369 Fine Arts in the Public School to prepare them to integrate the arts education across the curriculum.

FNA 369 Course Description:

Early childhood and elementary education majors become familiar with current approaches to teaching the arts, with emphasis placed on incorporating the arts into daily instruction. Prerequisites: Junior standing, acceptance to the teacher education program and PSY 321. Materials fee: \$30.

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	2
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	7
	Hispanic	1	Hispanic	3
	White, Not Hispanic Origin	17	White, Not Hispanic Origin	145
	Other		Other	3
	Total	18	Total	160
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		Total	
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		Total	
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		Total	

B. Lateral Entry/Provisionally Licensed Teachers

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

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

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

	Baccalaureate
MEAN SAT Total	1,236
MEAN SAT-Math	553
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	535
MEAN PPST-R	178
MEAN PPST-W	177
MEAN PPST-M	*
MEAN CORE-Combined	N/A
MEAN CORE-R	N/A
MEAN CORE-W	N/A
MEAN CORE-M	N/A
MEAN GPA	3.50
Comment or Explanation:	
*-Less than five scores reported.	

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)	1	30		
Middle Grades (6-9)		5		
Secondary (9-12)		18		
Special Subject Areas (K-12)	3	4		
Exceptional Children (K-12)	1	10		
Vocational Education (7-12)				
Special Service Personnel				
Total	5	67		
Comment or Explanation:				

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

	2012 - 2013 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	38	100
Spec Ed: General Curriculum	14	100
Institution Summary	52	100
* To protect confidentiality of student records, mean scores 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	18	41	12		1	
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation						

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

2012-2013		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	68	90	35
Bachelor	State	4,528	86	59

**H. Top10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in NC
in 2013-2014.**

LEA	Number of Teachers
Alamance-Burlington Schs	264
Guilford Co Schs	138
Wake Co Schs	92
Charlotte-Mecklenburg Schs	90
Winston-Salem/Forsyth Schs	50
Orange Co Schs	39
Rockingham Co Schs	37
Durham Public Schs	32
Randolph Co Schs	30
Chatham Co Schs	24

**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.**

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
14	8	7