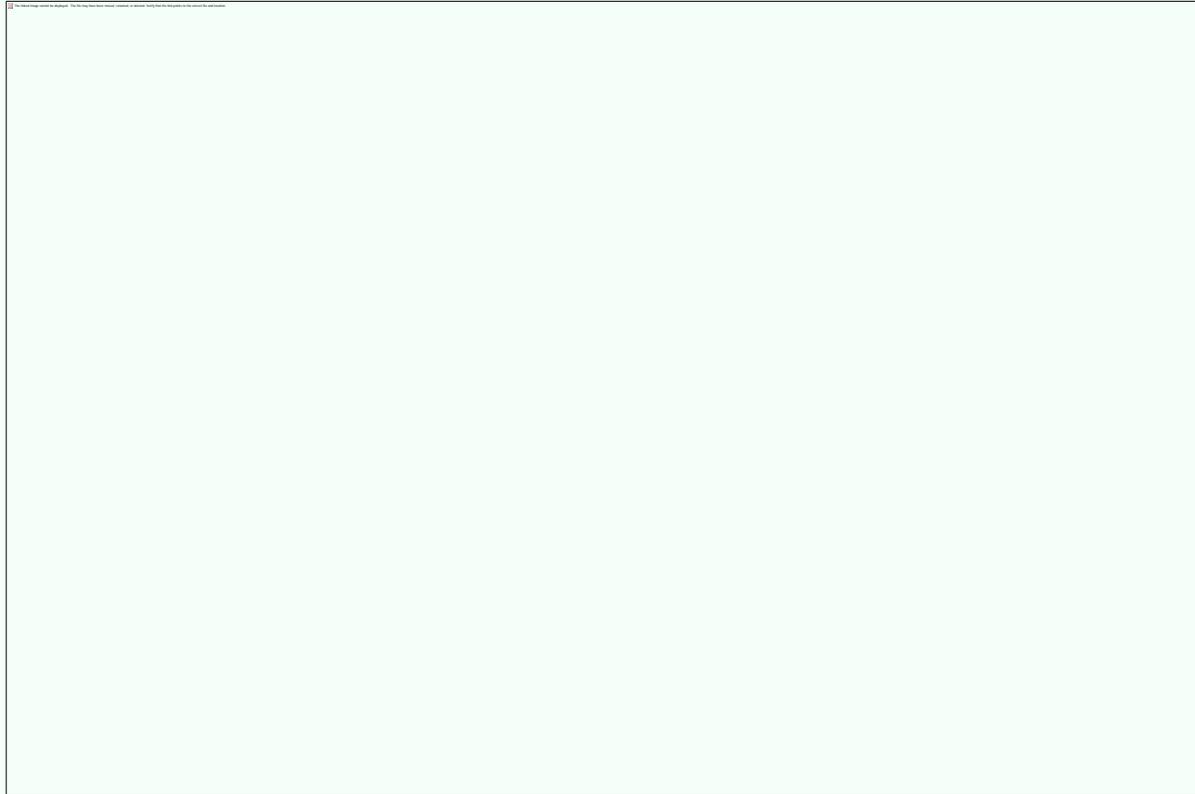# 2019-2020

EPP Bachelor Performance Report

Elon University

Overview of Institution

Elon University is a top-ranked private comprehensive university that is widely recognized as a leader in student engagement, high impact practices, and experiential learning. Elon's rigorous curriculum is grounded in the arts and sciences and complemented by nationally accredited professional and graduate programs. Today, Elon University includes more than 430 full-time faculty members and over 6,000 undergraduate and 800 graduate students from 48 U.S. states, the District of Columbia, and 47 other nations. Approximately 24% of all Elon students are from North Carolina.

The university has six academic units: Elon College, the College of Arts and Sciences; the School of Communications; the School of Education; the Martha and Spencer Love School of Business; the School of Health Sciences; and the School of Law, located in Greensboro. Elon offers more than 60 undergraduate majors, Master's programs in business administration,

finance, accounting, education, higher education, interactive media, and physician assistant studies, and doctoral programs in physical therapy and law. Elon, the second oldest four-year co-educational college in North Carolina, was founded in 1889 by the Southern Christian Church. Through changes in the school's charter between 1956 and 2012, Elon transitioned to become a private school, governed by a self-perpetuating board of trustees, which maintains a historic association with the church (today the United Church of Christ). The school has held its core values constant throughout its history: close working relationships between faculty and students, a culture that supports constant innovation, and a strong sense of community.

The intent of the university's new strategic plan, Boldly Elon, is simple yet powerful: to advance Elon's model of student and learning centered higher education. The central commitment which undergirds the plan is to transform students' lives "through engaged and experiential learning guided by faculty and staff who are passionate about teaching, scholarship, and lifelong mentoring relationships." The plan is organized around four themes that include an unprecedented university commitment to diversity and global engagement, supporting a world-class faculty and staff, and attaining the highest levels of achievement across academic programs—that include both Study USA and Study Abroad opportunities.

Special Characteristics

Core Curriculum & Elon Experiences. The Elon Core Curriculum is the set of courses and experiences that are shared by every undergraduate. The curriculum complements students' majors providing the liberal arts and sciences so improtant to Elon's mission and so vital for globally engaged citizenship in a democratic society. The core curriculum provides students an opportunity to explore ideas and expand their worldview. In the process, students will gain lifelong beneifts of complexity of thought, personal fulfillment, economic opportunity, and global awareness.

Elon's 4-1-4 academic calendar provides opportunities for creative courses, short internships, practicums and domestic and foreign travel. In 1994 the "Elon Experiences," distinctive co-curricular programs in global travel, service learning, leadership development, and internships were incorporated into a new four-hour curriculum that allows more time for group projects, independent research and writing. A fifth "Elon Experience," undergraduate research, was added in 1998. The current mission statement asserts that: "Elon University embraces its founders' vision of an academic community that transforms mind, body, and spirit and encourages freedom of thought and liberty of conscience. To fulfill this vision, Elon University acts upon these commitments:

> o   We nurture a rich intellectual community characterized by active student engagement with a faculty dedicated to excellent teaching and scholarly accomplishment.

o We provide a dynamic and challenging undergraduate curriculum grounded in the traditional liberal arts and sciences and complemented by distinctive professional and graduate programs.

o We integrate learning across the disciplines and put knowledge into practice, thus preparing students to be global citizens and informed leaders motivated by concern for the common good.

o We foster respect for human differences, passion for a life of learning, personal integrity, and an ethic of work and service."

Class Size: Classes at Elon have a 12:1 ratio of students to faculty allowing for an engaged learning environment that promotes feedback and interaction between the professor and students.

Clinical Experiences: Each education course includes a practicum or internship experience, which provides candidates with opportunities to work in a variety of schools and centers.

Program Areas and Levels Offered

The Educator Preparation Program offers initial licensure programs in early childhood education (B-K), elementary education (K-6), middle grades education mathematics, science, language arts and/or social studies (one concentration required) (6-9), special education/general curriculum (K-12, dual licensure with a second licensure area), and physical education and health (K-12) through majors in the Department of Education.

The Educator Preparation Program, in partnership with Elon College, offers initial licensure in secondary (9-12) English, mathematics, comprehensive social studies (history degree), biology and comprehensive science. Through the Elon College partnership, K-12 initial licensure in music education and Spanish are also offered.

All initial licensure programs are administered by Elon's Teacher Education Program (the Unit), and its governing body, the Teacher Education Committee. The large majority of professional education coursework for initial programs are offered face-to-face/on campus. Candidates may take a limited number of Core Curriculum (general studies) courses online during Elon summer sessions or by transfer from other institutions.

Pathways Offered (Place an 'X' under each of the options listed below that your IHE provides)

Traditional	Lateral Entry	Residency

X		

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

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

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

All programs have content that prepares candidates to effectively teach students with disabilities. Candidates also have the option of adding special education as a second licensure area as part of their experience.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

All licensure programs include coursework and content that prepares candidates to effectively design, implement, teach, and assess students with limited English proficiency. Candidates also have the option of adding the Teaching English to Speakers of Other Languages (TESOL) minor to their primary program. The TESOL minor is a cross-disciplinary program designed to provide introductory preparation forr teaching English to speakers of other languages in U.S. based K-12 programs. The TESOL curriculum consists of a five-course sequence that includes three foundational courses in English and education, as well as a required teaching internship.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of university design for learning.

All licensure programs include coursework and content that prepares candidates to effectively teach technology skills as outlined in the North Carolina Digitial Learning Competencies for Classroom Teachers. The School of Education sponsors candidates' attendance at the North Carolina Technology in Education Society Conference each year. Candidates are also encouraged to attend an annual technology conference, which is held on Elon's campus at no cost to students.

The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

Teacher candidates are required to use school-based and personal software to track student achievement via grade books and their own personal records. The edTPA, which is taken during students' final semester, requires candidates to collect and analyze data to improve teaching and

learning. All licensure programs include an assessment course that includes content on technnology tools that can be used to support the collection and analysis of both formative and summative assessment data to enhance student achievement.

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

All candidates majoring in elementary education are required to take EDU 298: Children's Literature and Arts Integration. Content related to arts integration is also embedded in the four elementary education methods coures that candidates are required to successfully complete. The course description for EDU 298 is provided below.

EDU 298 Course Description:
This course is a study of children's literature and arts integration as a basis for meaningful learning experiences and for stimulating a love of reading in elementary-grade students. Students will explore a broad range of reading materials in various genres and formats and learn to assess the components of worthy, developmentally appropriate literature. Students will also develop an understanding of the basic concepts of the arts through the study of children's literature. As such, this is considered a content specific course. Over the course of this semester, students will become familiar with popular authors and illustrators, while considering ways to excite children's interest in reading. They will be asked to respond deeply and critically to their own reading experiences, in order to understand how children's literature and arts integration can connect with its audience and illuminate and enhance any course of study. Although this is NOT a methods or a reading course, future teachers will begin to develop the knowledge, skills, and dispositions to use literature and the arts to effectively work with children. **Prerequisites:** EDU 211 or SOC 243 or permission from instructor. Offered fall, winter, and spring.

Explain how your program(s) and unit conduct self-study.

The unit engages in an ongoing, integrated, research-based process of planning and assessment. The unit's self-study process is an interative, faculty-driven process that includes the following steps: (1) the development and identification of student learning outcomes that are aligned with the North Carolina Professional Teaching Standards and the InTASC Standards, (2)the integration of outcomes in the program's curriculum (as illustrated in program curriculum maps), (3) the development and selection of measures to assess candidates' learning and development, (4) the articulation of targets that allow programs and the unit to determine the extent to which outcomes have been achieved, and (5) the collection, analysis, and use of assessment data to improve teaching and learning.

The Teacher Education Committee approves the unit's assessment plan each fall. The unit's assessment plan is tiered. Tier I consists of valid and reliable assessment instruments that are administered to all teacher education candidates regardless of program. Tier II includes formative and/or program specific instruments. The Director of Accrediation, in collaboration with program faculty, coordinates the collection and analysis of this data. To promote transparency and to streamline the collection of assessment evidence, the unit adopted

Taskstream, a centralized assessment and portfolio management system. Taskstream serves as the repository for candidates' work products and the unit's assessment instruments. The Director of Accreditation serves as the Taskstream coordinators and is responsible for ensuring linkages among all steps of the assessment process.

Each semester the Director of Accrediation analyzes the data collected and shares both aggregated (i.e., unit-wide) and disaggregated (i.e., by program) results with the Dean and Director of Teacher Education, the Chair of the Department of Education and Wellness, program coordinators, and the Teacher Education Committee, which consists of program faculty, students, and community partners.

Each spring the Director of Accreditation hosts a data retreat, which includes all program faculty and staff. After the retreat, program coordinators work with their faculty to complete an inquiry and action plan template that requires the identification of areas of improvement, the development of an inquiry question, and an action plan for use of results. For unit-wide areas of improvement, the Teacher Education Committee develops an EPP-wide action plan. The Director of Accreditation tracks improvement efforts and reports on their impact annually.

Continuous improvement permeates all aspectes of the unit's self-study process. The unit's process is still maturing, but it demonstrates an integrated and intentional continuous improvement process that focuses not on quick fixes but rather on systematic, data-informed decision-making.

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

All candidates have at least two field experiences in diverse school settings. The only full-time experience is during student teaching, which includes at least 30 hours in the fall and is full time in the spring semester. The large majority of teacher candidates follow this fall and spring schedule.

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?

The fall component of student teaching will allow for experiences during the beginning of school, which will vary for each teacher candidate based on school site. The spring component of student teaching, during which candidates are in their placements full-time, allow for experiences at the end of the school year. Elon's 4-1-4 academic calendar results in a spring semester that ends later than most other institutions; thus, candidates often gain experience throughout the month of May.

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	Since the spring of 2014 a Community Education Initiative has brought together community leaders including President Connie Book, and Executive Vice President Gerry Francis. Jean Rattigan-Rohr, Professor of Education/Executive Director of Community Partnerships, and Ann Bullock, Dean of the School of Education and Director of Teacher Education, serve on this committee as well.
Start and End Dates	January 2014 - present
Priorities Identified in Collaboration with LEAs/Schools	Find ways for key leaders to support public education in Alamance County
Number of Participants	There are 4 participants from Elon University
Activities and/or Programs Implemented to Address the Priorities	This group meets regularly to discuss ways that businesses, educational institutions, organizations, and individuals can join together to improve education in Alamance County.
Summary of the Outcome of the Activities and/or Programs	The focus of 2019-2020 was on the primary races for the county that would affect education initiatives and support for progressive education policies and budgeting.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	A formal partnership has been established between Elon University School of Education, Elon's Center for Access and Success, the Oak Foundation, students and faculty from Elon University, as well as, local K-12 students and their parents.
Start and End Dates	June 2019 - May 2020
Priorities Identified in Collaboration with LEAs/Schools	Address needs of struggling readers; 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. 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- 12th grade tutees involved in reading are also participants inother activities, known locally as "Music in the Village," "Science in the Village," and "Engineering in the Village." They also hold a two-week camp during the summer, "Summer in the Village." As mentioned

	earlier, one of the unique features of the Village project is its family involvement requirement.
Number of Participants	Participants included approximately 250 Elon tutors and 650 tutees and their families
Activities and/or Programs Implemented to Address the Priorities	Teacher candidates, university professors, librarians, in-service teachers, other students and professors from the School of Health Sciences and the College of Arts and Sciences along with other Village volunteers tutored a record number of prekindergarten through high school students. A total of 650 students were tutored in reading and math. At least one parent, guardian, or family member was required to attend the tutoring sessions, which were held weekly. Teacher candidates and faculty along with others, taught the parents/guardians/family members how to work with their children at home to improve reading skills.
Summary of the Outcome of the Activities and/or Programs	Increase in reading motivation, increase in parent participation in ESL classes for adults. Improvement in students' reading scores.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	A formal partnership has been established with the Alamance Burlington School System to implement the America Reads program in the following schools: Altamahaw-Ossipee Elementary, Elon Elementary, Grove Park Elementary, Highland Elementary, and Newlin Elementary
Start and End Dates	September 2019-May 2020
Priorities Identified in Collaboration with LEAs/Schools	The America Reads tutoring program is a federal initiative committed to improving the literacy and mathematical skills of youth in Alamance County by cultivating within young students a love for learning and by providing local schools and afterschool programs with trained tutors to support their educational efforts.
Number of Participants	42 America Reads Tutors
Activities and/or Programs Implemented to Address the Priorities	America Reads tutors work at elementary schools and afterschool programs to support the efforts of classroom teachers and educators in providing individual and small group support focusing on literacy and mathematics.
Summary of the Outcome of the Activities and/or Programs	During the 2019-2020 academic year, America Reads tutors worked a total of 2,546.75 hours directly with students in elementary schools and afterschool programs to provide support in the areas of on literacy and mathematics.

LEAs/Schools with whom the institution Has Formal Collaborative Plans	Secondary schools in the Alamance-Burlington Schools, the Guilford County School System, and the Chapel Hill-Carrboro City School System as well as the Burlington School, and Chartwell Academy's Collegiate Start Program.
Start and End Dates	August 2019-May 2020
Priorities Identified in Collaboration with LEAs/Schools	Provide high school seniors with a dual-enrolled academic program which allows students to take Elon University courses for both high school and college credit. The Collegiate Start Program is offered to select seniors, in select area secondary schools in Alamance County, Guilford County, and Chapell Hill-Carrboro City, who meet a set of admissions requirements as required by the Elon Office of Admission and the School of Education.
Number of Participants	61 high school students (fall semester) and 36 high school students (spring semester) enrolled in Collegiate Start and completed coursework for credit in 2019-2020. 15 high school students enrolled in the "College Writing for Juniors" course during spring semester 2020.
Activities and/or Programs Implemented to Address the Priorities	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 AP-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 area's most high-achieving students. Also included under the Collegiate Start program is "College Writing for Juniors," a two-credit hour, pass/fail course offered to high school juniors in the spring and taught on the Elon University campus.
Summary of the Outcome of the Activities and/or Programs	The Director of Collegiate Start @Elon 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 within a globally diverse learning community with Elon faculty, staff and students.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Outreach to all high schools in the Alamance-Burlington School System: The Elon Academy
Start and End Dates	June 2019-May 2020 (The Elon Academy has programming year-round).
Priorities Identified in Collaboration with LEAs/Schools	The mission of the Elon Academy is to inspire academically oriented students who are often underrepresented on college and university campuses to pursue higher education, build leadership skills, and develop an active sense of social responsibility. The Elon Academy is founded on the belief that, with the proper support, there is a four-year college or university at which every talented young person can be successful regardless of financial status.
Number of Participants	Fifty-eight Elon University faculty/staff and students; 10 public school educators; 160 high school/college students from the Alamance-Burlington school system; 270 middle school students from the Alamance-Burlington school system.
Activities and/or Programs Implemented to Address the Priorities	The Elon Academy is designed as a three-phase program including Elon Academy College Access Program (a three-year program for high school students), the Elon Academy Transitions to College Program (a summer program between high school and college), and the Elon Academy College Success Program (a support program during college). The goals of the Elon Academy include: (1) Increasing Aspirations, (2) Providing Pathways, (3) Supporting Transitions to College, and (4) Ensuring College Success.
Summary of the Outcome of the Activities and/or Programs	Currently, we have seven cohorts of scholars who have reached the college graduation stage. We have a total of 88 college graduates. Seventeen scholars in our inaugural class, the Alpha Class, have graduated from college. Thirteen scholars in our second cohort, the Beta Class have graduated from college while 1 more is on track to graduate. Nineteen Gamma Class scholars have graduated from college while one more is on track to graduate. Thirteen members of the Delta Class have graduated from college while 3 more are on track to graduate. Sixteen Epsilon scholars have graduated from college while 1 more remains in college. Nine Eta scholars have graduated from college while 9 more are on track to graduate in the future. 65 Theta, Iota, Kappa, and Lambda scholars are still in college. We had one cohort of students graduate from high school in May 2020 (N=21) and three

cohorts of students who are in still in high school (N=72). To date our scholars were accepted at more than 100 different colleges and universities. We continued and strengthened the Elon Academy Ambassadors Program and the College Access Team (CAT) Mentoring Program. The Ambassadors Program provides our high school scholars with an opportunity to go into several elementary and middle schools to provide motivation and inspiration to do well in school and think about attending college in the future. The CAT Mentor Program brought twelve Elon University students on to our staff to mentor high school scholars between Saturday Programs to ensure that all were on track academically, socially, and financially on their journey to college. In addition, Elon University students were hired as Academic Coaches on an as-needed basis. During the summer of 2020 our Mu Class scholars will complete the Elon Academy Transitions to College Program. Through the Transitions Program, scholars will participate in a three-day retreat, a scholar/family workshop, and a graduation celebration. Many of our college scholars are serving as peer leaders during this summer bridge program. Six scholars participated in paid internships during the summer of 2019 at LabCorp to help their families afford their college education.

LEAs/Schools with whom the institution Has Formal Collaborative Plans	Alamance-Burlington School System Honors Institute at Elon
Start and End Dates	June 2019
Priorities Identified in Collaboration with LEAs/Schools	Increase in civic engagement and rigorous thinking skills
Number of Participants	25 students
Activities and/or Programs Implemented to Address the Priorities	The Alamance-Burlington School System Honors Institute at Elon is a collaborative institute that serves high school juniors and seniors who are interested in civic engagement. The institute is hosted on Elon's campus and done in collaboration with the school system. Various community members and Elon and ABSS faculty and staff are involved in the institute.
Summary of the Outcome of the Activities and/or Programs	During the summer of 2019 of the 2019-20 academic year, the Honors Institute served over 25 local high schools students focusing on civic engagement in the community using a design thinking format.

LEAs/Schools with whom the institution Has Formal Collaborative Plans	Alamance-Burlington School System (ABSS) and Guilford County Schools (GCS)
Start and End Dates	October 2019 - February 2020
Priorities Identified in Collaboration with LEAs/Schools	Determine the reliability and validity of a GSC developed performance task for determining student eligibility for academically and intellectually gifted elementary students
Number of Participants	9
Activities and/or Programs Implemented to Address the Priorities	Analyzed test results, calculated reliability coefficients, and revised tasks based on the data. Performance tasks were administered to 18 ABSS third grade students and 129 GCS third grade students.
Summary of the Outcome of the Activities and/or Programs	Nearly 150 tests were analyzed. Developed a report on the psychometric properties of three performance assessments covering reading, mathematics, and advanced reasoning. Cronbach alpha coefficients between .689 and .968 were found on the math tasks. Values between .61 and .80 are considered good, while values between .81 and 1.0 are considered very good. Difficulty, distractor, and discrimination indices were calculated for the reading performance tasks. The tasks appear to have face validity. The tasks are aligned with North Carolina Common Core Standards for third grade. The reading selections were adopted from a leveled reading task. The tasks all cover content that students should be famliar with and that is covered by the instructional scope and sequence guide.

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	5
Female	56
Gender Neutral	0
Gender not Provided	0
Total	**61**
Race/Ethnicity	**Number**
Asian	1
African-American	1

Am. Indian/Alaskan Native	0
Hispanic/Latino	0
Native Hawaiian/Pacific Islander	0
White	57
Two or More Races	2
Race/Ethnicity Not Provided	0
Total	**61**

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time						
	Male		**Female**		**Gender Neutral**	
Undergraduate	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian	3	Asian	
	Hispanic/Latino		Hispanic/Latino	8	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	5	White	109	White	
	Multi-Racial		Multi-Racial	7	Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	**6**	**Total**	**129**	**Total**	**0**
Licensure-Only	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	

	Total	0	Total	0	Total	0
Residency	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	0	Total	0
Part-Time						
	Male		**Female**		**Gender Neutral**	
Undergraduate	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	0	Total	0
Licensure-Only	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	

	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	**0**	**Total**	**0**	**Total**	**0**
Residency	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	**0**	**Total**	**0**	**Total**	**0**

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Bacccalaureate Degree		Licensure Only		Residency	
PC Completed program but has not applied for or is not eligible to apply for a license LC Completed program and applied for license	**PC**	**LC**	**PC**	**LC**	**PC**	**LC**
Prekindergarten	1	1				
Elementary	13	17				
Middle Grades	1	5				
Secondary	4	6				
Special Subjects	1					
Exceptional Children	3	2				
Vocational Ed						
Special Services						
Total	**23**	**31**	**0**	**0**	**0**	**0**
Comment or Explanation						

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

2018-2019		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Elon University	49	73	35
Bachelor	State	3617	83	70

E. Top 10 LEAs employing teachers affiliated with this college/university.   Population from which this data is drawn represents teachers employed in NC in 2019-2020.

LEA	Number of Teachers
Alamance-Burlington Schools	232
Guilford County Schools	119
Wake County Schools	118
Charlotte-Mecklenburg Schools	71
Winston Salem / Forsyth County Schools	41
Durham Public Schools	39
Orange County Schools	31
Chapel Hill-Carrboro City Schools	30
Rockingham County Schools	25
Randolph County School System	23

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

Measure	Baccalaureate
MEAN SAT Total	1,275.42
MEAN SAT-Math	576.00
MEAN SAT-Verbal	*
MEAN ACT Composite	27.64
MEAN ACT-Math	N/A
MEAN ACT-English	*

MEAN CORE-Combined	514.00
MEAN CORE-Reading	184.00
MEAN CORE-Writing	174.00
MEAN CORE-Math	*
MEAN GPA	3.55
* To protect confidentiality of student records, mean scores based on fewer than five test takers are not printed.	
Comment or Explanation:	

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

Cohort	License Area	1st Year		2nd Year		3rd Year		4th Year	
		Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate	Tests Takers	Pass Rate
2016	Biology	1	*	1	*	1	*	1	*
2016	Elementary (grades K-6)	28	96.43	28	96.43	28	100	28	100
2016	M.G. Science	1	*	1	*	1	*	1	*
2016	M.G. Social Studies	1	*	1	*	1	*	1	*
2016	Music	1	*	1	*	1	*	1	*
2016	Science (grades 9-12)	1	*	1	*	1	*	1	*
2016	Spec Ed: General Curriculum	14	85.71	14	92.86	14	100	14	100
2016	**Institution Summary**	**33**	**93.94**	**33**	**93.94**	**33**	**100**	**33**	**100**
2017	Elementary (grades K-6)	17	100	17	100	17	100		
2017	English	1	*	1	*	1	*		
2017	M.G. Math	1	*	1	*	1	*		

Year	Subject							
2017	Math (grades 9-12)	2	*	2	*	2	*	
2017	Social Studies (grades 9-12)	3	*	3	*	3	*	
2017	Spec Ed: General Curriculum	6	100	6	100	6	100	
2017	**Institution Summary**	**24**	**100**	**24**	**100**	**24**	**100**	
2018	Elementary (grades K-6)	11	100	11	100			
2018	Math (grades 9-12)	1	*	1	*			
2018	Music	1	*	1	*			
2018	Social Studies (grades 9-12)	1	*	1	*			
2018	Spec Ed: General Curriculum	6	100	6	100			
2018	**Institution Summary**	**14**	**100**	**14**	**100**			
2019	Biology	1	*					
2019	Elementary (grades K-6)	11	90.91					
2019	M.G. Math	1	*					
2019	M.G. Social Studies	2	*					
2019	Math (grades 9-12)	1	*					
2019	Spec Ed: General Curriculum	2	*					

2019	Institution Summary	16	93.75						

* To protect confidentiality of student records, means scores based on fewer than five test takers are not printed.

'4th Year' pass rates are an extension provided by Legislation for 2015-2016 completers to meet testing requirements.

H. Time from admission into professional teacher education program until program completion.

	Full Time					
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate Degree	4	13	20	12	0	0
U Licensure Only	0	0	0	0	0	0
	Part Time					
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate Degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Residency	0	0	0	0	0	0
Comment or Explanation:						

I. 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
16	6	4

J. Field Supervisors to Students Ratio (include both internships and residencies).

12:49

K. Teacher Effectiveness.

Teacher Effectiveness
This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution.   North Carolina defines a beginning teacher as one who is in the first year of teaching and holds a Standard Professional 1 license.   The evaluation standards identify the knowledge, skills, and dispositions expected of teachers.   School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of 'developing' to 'distinguished'.   Effective 20100-2011, at the end of the their third year beginning teacheres must be rated 'proficient' on standards 1-5 on the most recent Teacher Summary Ratin Form in order to be eligible for the Standard Professional 2 License.   Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness.   The ratings for standard 6 are 'does not meet expected growth', 'meets expected growth', and 'exceeds expected growth'.   New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge.   Additional information about the North Carolina Educator Evaluation System is available at https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model.   Institutions with feweer than five beginning teachers evaluated during the 2018-2019school year are reported as N/A.   Additional information about Educator Effectiveness is available at: https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model
Due to Covid-19 data for this section was unable to be collected.