



HLC Accreditation 2016-2017

Evidence Document

Academic Affairs

Fairmount College of Liberal Arts and Sciences

Concurrent Enrollment Assessment Report 2013-2014

Additional information:

Concurrent Enrollment Assessment Plan (For 2014)

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Universities recommend that any high school student who wishes to attend any university or college should take four years of mathematics in high school. Three years of mathematics should be minimal preparation. The first college level course in mathematics at any university in the world is Calculus. All other courses before Calculus are remedial whether or not credit is given for those courses. Wichita State University's general education requirements in mathematics for graduation came from the realization that most of our students did not enroll initially with enough prior training in mathematics. Due to our previous open admission policy many were admitted with less than adequate mathematics background to be successful in college. The idea was to raise them to a college entry level of mathematics before they graduated from WSU by requiring knowledge of College Algebra (or higher level mathematics) as part of the general education program. Although this goal has been made much easier to attain due to the rule that the basic skills must be achieved in the first forty-eight hours of coursework, it is much better if the skills are achieved before entering college. Concurrent enrollment classes in mathematics in College Algebra, Trigonometry, and Pre-calculus using the "carrot" of college credit have encouraged students to take more mathematics while still in high school in order to raise their mathematical knowledge level closer to where it should be for college entry.

College Algebra

For the last twenty-two years the comprehensive departmental final for Math 111, College Algebra has been used as part of an overall assessment of the course. The final is worth at least 30% of the course grade for each section of M111. A student successfully satisfies the final assessment by scoring at least 50% on the final together with a C- or better for the semester overall. The weight of 30% for the final brings the course grade down (in most cases) to the D or F level for anyone not achieving a score of at least 50% on the final exam. For courses taught as concurrent enrollment the same weight (30%) for the course grade will be used. If a high school has any mathematics concurrent enrollment class taught by a teacher who does not have a master's degree, all sections in the school use the same department final as that given by the university. In such cases, the assessment criteria are identical. When periodic overall assessments of the university courses are done, the concurrent enrollment classes will be included. Comparisons will be easy to draw concerning student learning outcomes in both environments and how closely concurrent enrollment classes mirror the university classes. In a high school whose mathematical concurrent enrollment classes are taught by teachers with master's degrees, the final does not have to be the same as the university final but the assessment and grading weight are the same. Finals that are different from the one given by the university are approved by the College Algebra Program Director. These classes will be included in any overall assessment of college algebra courses. Comparisons will be made between these classes, university classes, and those concurrent enrollment classes using the university final. The university's SPTE assessment is used to assess each concurrent enrollment class to evaluate student perception of the instructor and course. In addition, any high school

assessment of student learning outcomes that is part of a concurrent enrollment course will be requested from the school and compared with our own assessments.

The prerequisites for university College Algebra classes are two years of high school algebra or equivalent and a satisfactory score on the department placement exam or math ACT exam or math SAT exam. Satisfactory scores have been determined to be 15 of 32 on the department placement exam, 20 for math ACT, and 480 for math SAT. The department placement exam, while not a post-assessment tool for College Algebra is an assessment tool for our remedial courses and for a student's previous mathematical preparation. Part of the way we can affect student learning outcomes in College Algebra is to make sure the student is (mathematically) ready to enroll in the course. The department feels that our remedial courses themselves have been excellent preparation. The placement exam is also working well. Most high school mathematics concurrent enrollment courses involve the second semester of a two-semester sequence. In order to qualify for concurrent enrollment in such a course, an A or B is required in the first semester. So, a concurrent enrollment student shows they are ready for college credit by above average achievement in previous semesters.

College Algebra has the following overall course outcomes.

The student will understand the body of mathematical knowledge identified as College Algebra in order to:

1. Build a foundation for mathematical problem solving.
2. Apply problem-solving techniques to model both mathematical and real-world contexts.
3. Use mathematical language and symbols as a means of communication while reading, writing, speaking, and listening.
4. Apply critical thinking and analytical reasoning skills in mathematical settings.
5. Retrieve and utilize mathematical skills as opportunities arise.
6. Make connections between mathematical problem solving and its application in other settings.

These outcomes are part of a Course Syllabus that spells out in detail the sections to be covered in College Algebra, the time to be spent on each text section, and the outcomes for each text section. The university final exam is closely tied to these outcomes. Each university class section in College Algebra uses the same book and materials. Each concurrent enrollment section in each school district uses the same text. Although textbooks may be different from ours and differ from district to district, this is not a problem since texts used in the high schools are standard college level texts acceptable for our courses and cover the same material. The university course syllabus for College Algebra (together with the goals and outcomes) are distributed to the high school concurrent enrollment teachers as well as both sample finals and previous university course finals. Concurrent enrollment teachers are encouraged to utilize as much of this material as is possible. One or two meetings (training sessions) have been held each year since 2006 with all the mathematics concurrent enrollment teachers. Course procedures, final exams, assessments, and curricula have been discussed at these meetings with the goal of tying the concurrent enrollment experience as closely as possible with the university course. Meetings with the concurrent enrollment teachers will be conducted each fall for preparation for the spring concurrent enrollment classes. Meetings will be held in the spring to discuss the spring classes and

finals. Concurrent enrollment instructors ask to sit in on a summer university courses for the purpose of gaining additional training and experience. We encourage such training experiences.

A standing committee composed of experienced faculty oversees the university course contents, the textbook, the length of time to be spent on topics, etc. The mathematics portion of the basic skills requirement is overseen by a professor in the department of Mathematics and Statistics who carries the title of College Algebra Director. Concurrent enrollment mathematics courses and assessment will be overseen by the same Director. The overall rules governing College Algebra as concurrent enrollment will be the same as those for the university equivalent.

Trigonometry, Math 123 and Math 112, Pre-Calculus

The College Algebra portion of Pre-calculus (a combination of Algebra and Trigonometry), M112, is considered to be equivalent to M111 and is an alternate path that can be used to satisfy the basic skills requirement. It is usually taken by those who have a need or desire to take higher level mathematics but who do not feel ready to take Calculus. Trigonometry at our university has College Algebra as a pre-requisite. Both courses have course syllabi with similar outcomes as those stated above for College Algebra. The classes are taught mostly by regular faculty with some classes taught occasionally by our more senior graduate teaching assistants. Each instructor gives their own final and is responsible for all aspects of the course. Finals for concurrent enrollment classes are submitted and approved by the College Algebra Program Director. Historically, the only assessment done is by the faculty teaching the course and by grade distributions. With respect to concurrent enrollment, all rules and goals governing the College Algebra course discussed above are the same for Trigonometry and Pre-calculus. Concurrent enrollment class assessments will be compared to our Instructor's assessments of their courses.

SPRING 2013 Percentages for WSU Math 131 Grades

Transcript Grade Distribution

# of Students	Grade A	Grade B	Grade C	Grade D	Grade F	Drp / Wd	INC	Audit
30	3	9	11	0	3	3	0	0

Passed with C or better plus Drp/Wd: 23 ÷ 30 = 77%

Passed with C or better minus Drp/Wd: 23 ÷ 27 = 85%

SPRING 2013 Percentages for WSU Math 111 Grades

Transcript Grade Distribution

# of Students	Grade A	Grade B	Grade C	Grade D	Grade F	Drp / Wd	INC	Audit
439	73	105	103	35	70	52	1	0

Passed with C or better plus Drp/Wd: 281 ÷ 439 = 64%

Passed with C or better minus Drp/Wd: 281 ÷ 387 = 73%

Final Test Grade Distribution

# of Students	Grade A	Grade B	Grade C	Grade D	Grade F	No Show/F	Drp / Wd	INC
349	62	83	76	67	61	36	52	1

Passed with C or better plus Drp/Wd: 221 ÷ 349 = 63%

Passed with C or better minus Drp/Wd: 221 ÷ 297 = 74%

SPRING 2013 Percentages for CONCURRENT Math 111 Grades

Transcript Grade Distribution

# of Students	Grade A	Grade B	Grade C	Grade D	Grade F	Drp / Wd	INC	Audit
150	44	74	28	2	1	1	0	0

Passed with C or better: 146 \div 150 = 97%
 Passed with C or better minus Drp/Wd: 146 \div 149 = 98%

SPRING 2013 Percentages for WSU and CONCURRENT Math 111 Grades

Transcript Grade Distribution

# of Students	Grade A	Grade B	Grade C	Grade D	Grade F	Drp / Wd	INC	Audit
589	117	179	131	37	71	53	1	0

Passed with C or better plus Drp/Wd: 427 \div 589 = 72%
 Passed with C or better minus Drp/Wd: 427 \div 536 = 80%

SPRING 2013 Percentages for WSU Math 123 Grades

Transcript Grade Distribution

# of Students	Grade A	Grade B	Grade C	Grade D	Grade F	Drp / Wd	INC	Audit
182	30	32	42	17	33	28	0	0

Passed with C or better plus Drp/Wd: 104 ÷ 182 = 57%

Passed with C or better minus Drp/Wd: 104 ÷ 154 = 68%

SPRING 2013 Percentages for CONCURRENT Math 123 Grades

Transcript Grade Distribution

# of Students	Grade A	Grade B	Grade C	Grade D	Grade F	Drp / Wd	INC	Audit
32	10	14	8	0	0	0	0	0

Passed with C or better plus Drp/Wd: 32 ÷ 32 = 100%

Passed with C or better minus Drp/Wd: 32 ÷ 32 = 100%

SPRING 2013 Percentages for WSU and CONCURRENT Math 123 Grades

Transcript Grade Distribution

# of Students	Grade A	Grade B	Grade C	Grade D	Grade F	Drp / Wd	INC	Audit
214	40	46	50	17	33	28	0	0

Passed with C or better plus Drp/Wd: 136 ÷ 214 = 64%

Passed with C or better minus Drp/Wd: 136 ÷ 186 = 73%

SPRING 2013 Percentages for WSU Math 112 Grades

Transcript Grade Distribution

# of Students	Grade A	Grade B	Grade C	Grade D	Grade F	Drp / Wd	INC	Audit
70	12	9	14	6	11	16	2	0

Passed with C or better plus Drp/Wd: 35 ÷ 70 = 50%
 Passed with C or better minus Drp/Wd: 35 ÷ 54 = 65%

SPRING 2013 Percentages for CONCURRENT Math 112 Grades

Transcript Grade Distribution

# of Students	Grade A	Grade B	Grade C	Grade D	Grade F	Drp / Wd	INC	Audit
257	135	87	26	4	0	5	0	0

Passed with C or better plus Drp/Wd: 248 ÷ 257 = 96%
 Passed with C or better minus Drp/Wd: 248 ÷ 252 = 98%

SPRING 2013 Percentages for WSU and CONCURRENT Math 112 Grades

Transcript Grade Distribution

# of Students	Grade A	Grade B	Grade C	Grade D	Grade F	Drp / Wd	INC	Audit
327	147	96	40	10	11	21	2	0

Passed with C or better plus Drp/Wd: 283 ÷ 327 = 87%
 Passed with C or better minus Drp/Wd: 283 ÷ 306 = 92%

Academic Year 2013-2014 Assessment Report for
Concurrent Enrollment
Department of Chemistry
Fairmount College of Liberal Arts and Sciences

Our course assessment for concurrent enrollment covering the 2013-2014 Academic Year is attached. We require the American Chemical Society standardized examinations in our concurrent enrollment courses and administer them to concurrent enrollment students at WSU. The exams are graded at our grading center on campus.

In our analysis we group students into three categories: those falling ± 10 from the national norm, those greater than 10 from the national norm and those less than 10 of the national norm. The results of concurrent enrollment students are similar to those who take the course at WSU from faculty instructor where 10 to 15% of the students fall outside ± 10 points of the range. The results will be shared with the Chemistry Department at one of their departmental meetings.

LAS UNDERGRADUATE ASSESMENT AND PROGRAM REVIEW

Department of Chemistry

Academic Year 2014

Program-initiated Goal of Objective	Where, When, and How Monitored	Expectation for Satisfactory Performance	Decision Point	Observations of Student Performance	When and By Whom Were Results Analyzed?	Outcome Analysis	Dept. or Program Follow-up
<u>CHEM 211- General Chemistry I.</u> Students will know principles and applications of first semester general chemistry.	American Chemical Society examination given at end of semester. ACS First Term General Chemistry 2005 examination.	Performance on nationally normed exam.	Students should fall in the ± 10 range of the national norm, or above.	Spring 2014, Out of 4 students, 75% scored in a range of plus or minus 10 of the norm. One student scored below 10% of the norm.	Dr. Rillema analyzed all scores for spring 2014.	Spring 2014 analysis. Spring 2014 analysis.	Information will be shared annually with the appropriate subdivision. Monitor exam results annually.
<u>CHEM 212- General Chemistry II.</u> Students will know principles and applications of second semester general chemistry.	American Chemical Society examination given at end of semester. ACS Second - Term General Chemistry 2002 examination.	Performance on nationally normed exam.	Students should fall in the ± 10 range of the national norm, or above.	Spring 2014, Out of 21 students, 57% scored in a range of plus or minus 10 of the norm, and 43% above.	Dr. Rillema analyzed all scores for spring 2014.	Spring 2014 analysis.	Information will be shared annually with the appropriate subdivision. Monitor exam results annually.

Communication 111 High School Concurrent Assessment Plan and Results (2013-2014)

**Richard N. Armstrong, Ph.D.
Elliott School of Communication
Wichita State University
Director of WSU's Basic Public Speaking Course (Communication 111)**

Assessment Plan and Measured Results

Scores on the Policy Persuasive Speech continue to be seen as the ultimate indication of achievement in Communication 111 since this speech is the capstone speech in the course and is intended to demonstrate students' cumulative acquisition of knowledge and skill development relative to delivering an effective speech. For comparison purposes, composite scores of non-concurrent WSU students on the Policy Persuasive Speech during the 2013-2014 academic year are provided below, followed by the composite scores for the same measure by high school concurrent students.

WSU Students (non-concurrent)

Policy Persuasive Speech Average: 86%

High School Concurrent Students

Policy Persuasive Speech Average: 88%

Fall 2013 was the last time high school concurrent teachers reported results on their Policy Persuasive speeches to the course director (WSU's R. Armstrong). No concurrent instructors reported results for the Spring 2014 semester, even though one concurrent instructor taught Communication 111 at her high school. Repeated attempts to have her report her Policy Speech average for Spring 2014 have been to no avail. At any rate, results indicate that Communication 111 High School Concurrent Students continued to at least approximate and sometimes exceed the achievement levels of non-concurrent WSU students on the Policy Persuasive Speech. A score in the 80's or above (on a 100 point scale) is considered to be a good measure of success for students taking Communication 111. Most, if not all, high school concurrent instructors of Communication 111 have now aligned themselves with area colleges that charge a lower tuition rate than WSU, so I have had fewer interactions with concurrent instructors. This decision was motivated by school district and/or individual school pressure on concurrent instructors to switch to less costly programs.

Assessment Plan and Faculty Development

High School concurrent instructors are invited to attend selected segments of Communication 750C each August as their interests, needs and schedules dictate. Communication 750C is the course that prepares new Elliott School GTA's and Lecturers to teach Comm. 111-Public Speaking. However, it is impractical for high school concurrent instructors to attend Communication 750C in August since they have orientation and in-service commitments in their respective districts/schools during the same time period. I do not consider this to be a major problem, though, since the high school concurrent instructors have extensive backgrounds in communication education (a master's degree) and related pedagogy.

Periodically, I consult with concurrent instructors via phone and email over course related matters. Concurrent instructors also have the Student Perception of Teaching Effectiveness instrument administered in their Communication 111 classes each semester by WSU personnel, although they are the only ones who see the results, as far as I know.

Assessment Plan Notes

Communication 111 High School Concurrent Instructors use the same required textbook (Stephen E. Lucas, 11th ed. *The Art of Public Speaking*, New York: McGraw Hill, 2012, course Handbook, syllabus, Curriculum Guide (day by day teaching instructions), quizzes, evaluation forms, grading criteria, speech assignments, and all other common assignments and other requirements as students taking the course from WSU instructors on the WSU campuses. Therefore, the experience of the high school concurrent students should be essentially equivalent to the experience of WSU students taking Communication 111 from WSU instructors.

Concurrent Enrollment Assessment Report 2013-2014

The Political Science Department has offered concurrent enrollment credit for POLS 121 (American Government), which is a General Education Introductory course. In this course students are introduced to the history, structure, and functions of the US national government. The course objectives for 121 classes offered on campus as well as in local high schools are as follows:

Students should:

- Have an understanding of American political history, including the US Constitution, and the evolution of the party system.
- Be able to explain the roles of Congress, the president, the courts, the bureaucracy, and interest groups in the policymaking process.
- Be able to describe the formation and impact of public opinion and of political participation in the American political system.

In order to assess whether these objectives have been met, the Department designed an Assessment Plan in the spring of 2007. Each year, students from WSU and local high schools write short essays on ten key topic areas: US Constitution, Civil Liberties and Civil Rights, Federalism, Public Opinion, Political Participation, Political Parties, Interest Groups, Presidency, Congress, and the Judiciary. When the courses are complete, the instructors submit the student essays to be read by WSU professors. The decision points are as follows:

90%	Exceeds expectations
At or above 70%	Meets expectations
Below 70%	Does not meet expectations

For the Spring 2014 semester, only one student from Campus High School was enrolled for concurrent Political Science credit. All ten essays by this student met faculty expectations.

Fall 2013 Wichita State University English Department Concurrent Assessment Report

For programs/departments with concurrent enrollment courses (per KBOR policy), provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections.

Provide information here:

(please see attached breakdown by semester).

Composition

Learning Outcomes:

English 101: Students who successfully complete this course are expected to

--write unified, structurally sound essays employing a variety of expository methods (e.g. narrative, description, comparison/contrast, analysis, and argumentation);

--communicate informed ideas in a clear, lucid style that is mechanically and syntactically correct, and free of verbal clutter;

--communicate their opinions/observations in an objective manner that appeals to the considered judgment rather than the emotions of the reader.

English 102: Students who successfully complete this course are expected to

--write unified, structurally sound essays of an argumentative/persuasive kind that employ with greater sophistication the methods mastered in English 101;

--sharpen their abilities to absorb, analyze, and respond critically to books/essays they encounter in print;

-- appreciate and employ methods of ethical research and documentation germane to their areas of inquiry;

--develop the capacity to undertake research into the intellectual disciplines they encounter.

Assessment Methods:

Student accomplishment in these two courses is assessed primarily in three ways:

-- early diagnostic essay graded on the same rubric as all successive writing in the class and scored according to the same 5 point scale used for the exit examination;

--regular essay assignments: these are made on a weekly or bi-weekly basis and are graded by instructors who employ some version of a multi-point scale that addresses student performance in the main categories of evaluation: content, organization, and style;

--exit examination: all students taking these courses must pass (with a grade of C- or better) a final essay examination that is graded by both his/her instructor and another instructor in the program.

To ensure quality control, all instructors in these courses undergo training (conducted by faculty responsible for the Composition Program) in the form of workshops, syllabus groups, and grading sessions in an effort to maintain uniform departmental standards for writing.

Targets:

For both courses we aim, ideally, to have our students earn scores of C- (score of 2.75 on our 5 point scale) or better on the final examination after maintaining a comparable record of achievement on their written work throughout the semester.

Traditionally students taking these course for concurrent credit are at or near the top of their class in terms of motivation and ability and, as such, we expect to see higher scores from those students on all aspects of our assessment.

Results:

In nearly every semester both concurrent and on-campus classes showed significant improvement from the diagnostic exam to the exit exam. Though none of the aberrant data has been ignored, the fact that the curricula for 101 and 102 have remained relatively consistent over the past three years indicates some fluctuation in success levels may be attributed to variations in student preparedness, especially in the on-campus sections where there is more variation in student ability from year to year.

Analysis:

The results, though incomplete due to several instances of concurrent sections failing to report data on the required diagnostic exams, indicate that the Composition Program is a largely successful one. The importance of this data is firmly and regularly communicated to all instructors (on campus and concurrent alike) and the Director of the Writing Program even makes trips to the campuses to reinforce and explain the importance of compliance with this assessment. The program undergoes continuous study and development (teacher training, methodology, and curriculum) in its efforts to reach the optimal goal.

Respectfully submitted,

Darren DeFrain, Ph.D.

Director of the Writing Program

Wichita State University

College of Education
Department of Curriculum and Instruction
Concurrent Enrollment Assessment Report 2013-2014
Prepared by Dr. Janice K. Ewing

f. The Department of Curriculum and Instruction in the College of Education offers concurrent enrollment credit for *CI 270 Introduction to the Education Profession* the introductory teacher preparation course. This course is offered in eight area high schools as either *Training Tomorrow's Teachers Today* or *Teaching as a Career*. Both high school courses are the equivalent of 3 credit hours and are aligned to *CI 270 Introduction to the Education Profession* curriculum.

In this course students examine the nature of teaching, the roles of collaboration, reflective practice, critical thinking, problem solving, and inquiry. Embedded with the class are electronic classroom observations and common resource materials. Students are engaged in activities using common textbooks, resources, software support, legal briefs and first hand teaching experience.

Textbook

Powell, S. D. (2009). *An introduction to education: Choosing your teaching path*. Upper Saddle River, NJ: Pearson Education.

Prerequisite: Successful completion of the fall semester high school course with a grade of B or better to enroll in the spring semester concurrent enrollment course (*CI 270: Introduction to the Education Profession*).

Major topics covered in the course for on-campus as well as local high school classes include:

- techniques for collecting evidence of knowledge, skills, performance, and dispositions of a future teacher;
- analysis of a classroom teacher's role;
- choices and decisions teachers make daily as they plan, instruct, and evaluate;
- personal suitability for the teaching profession;
- understanding schooling in America;
- utilizing children's development;
- relating diversity to education;
- meeting needs of English Language Learners (ELL)
- social influences and legal issues;
- technology integration;
- contextual factors and their implications.

The course outcomes for all sections of CI 270 offered on-campus and in the local high schools are:

- observe and interpret interactions between students and educators, to become aware of how learning occurs;
- collect evidence to support the knowledge gained about teaching, learning, and assessment;
- begin to collect evidence from a variety of sources to demonstrate awareness of the skills needed, for becoming a teacher (including English Language Learners (ELL) and those students with special needs);
- demonstrate having appropriate dispositions for becoming a teacher;
- show evidence toward gaining knowledge about standards in education for both content and pedagogy;
- identify tools of inquiry during classroom observations;
- describe and analyze the governance of schools;
- identify technologies used in teaching;
- practice observation and interpretation skills;
- keep a reflective journal of observations.

In the 2013-2014 academic year, all high school teachers providing instruction participated in a half-day training session in fall 2013. The session focused on reviewing resources and course outcome expectations. Individuals responsible for the courses meet the Kansas Board of Regents (KBOR) requirements.

All of the high school teachers provided a similar culminating experience for students and used the common assessments identified in the resource materials to determine grades. Grades were awarded using the following standard: A = 100-93; A- = 92.9-90; B+ = 89.9-87; B = 86.9-83; B- = 82.9-80; C+ = 79.9-77; C = 76.9-73; C- = 72.9-70; D+ = 69.9-67; D = 66.9-63; D- = 62.9-60; F = Below 60

In addition to coursework, all of the high school students enrolled in *Training Tomorrow's Teachers Today* or *Teaching as a Career* were invited to participate in three common events a) meeting and interacting with the Kansas Teacher of the Year Team, b) a fall area-wide teacher event at North High, and c) a spring college day on the WSU campus. All three events were intended to extend and enhance the classroom experience. All students enrolled in the high school concurrent enrollment courses were eligible to participate in Future Educators of America (FEA) club activities that provided additional information on teaching as a career.

There were 96 students enrolled in *Training Tomorrow's Teachers Today* or *Teaching as a Career* classes across the eight area high schools in spring of 2014. Of these, seven students enrolled in and qualified for concurrent enrollment and were award grades for CI 270.

Table one shows the teachers in the Wichita area high schools who delivered the aligned curriculum and number of concurrent credit high school students enrolled during spring 2014.

Table 1: Spring 2014 Schools, Teachers, and Enrollment in Concurrent CI 270 classes

School	Teacher	Fall 2013 Class	Spring 2014 Class	Concurrent Enrollment Spring 2014
East High School	D. DeMarco	13	10	0
Heights High School	S. Magennis	8	7	1
Maize South H.S.	K. Call		4	0
Northeast Magnet H.S.	B. Whitten	*	22	3
Northwest High School	P. Kitchen	21	16	1
South High School	C. Mong	24	20	1
Southeast High School	R. Maddux	15	12	0
Campus High School	R. Spangler	5	5	1
Total Enrollment		86	96	7

*Maize High School and Northeast Magnet H.S. offer the required course in a block in the spring only. Students meet the same requirements as those who have a fall and spring course.

Table two shows the grading pattern for the 7 students who completed the course requirements.

Table 2: Concurrent Enrollment Grading Pattern for High School Students and the Percentage of Students who Earned Each Grade

Grades	Number of Students	Percentage for Each Grade
A	3	43%
A-	3	43%
B+	0	0
B	1	14%
B-	0	0
C	0	0
Total	7	100%

A course satisfaction survey was administered to the high school students in the spring semester. Fifty high school students completed the survey. Results of the survey are shown in Table 3.

Table 3: Student Satisfaction with High School concurrent credit program

Teacher Quality Partnership Grant Activities:	Number Valid Responses*	Very Satisfied	Somewhat Satisfied	Neither Satisfied / Dissatisfied	Somewhat Dissatisfied	Very Dissatisfied
Guest Speakers at your school	48	38/79%	10/21%	0/0%	0/0%	0/0%

North High Seminar	19	13/68%	5/26%	1/5%	0/0%	0/0%
Kansas Teacher of Year	8	4/50%	1/13%	1/13%	2/25%	0/0%
College Career Fair	50	34/68%	16/32%	0/0%	0/0%	0/0%
Overall, how satisfied have you been during this school year with the activities provided through the Future Educators of America Club?	40	29/73%	9/23%	2/5%	0/0%	0/0%
Overall, how satisfied have you been during this school year with the coursework provided in the <i>Training Tomorrow's Teachers</i> or <i>Teaching as a Career Classes</i> ?	49	40/82%	5/10%	3/6%	1/2%	0/0%

*Valid Responses omitted any *Does Not Apply* answers. Total Valid Responses were used to compute percentages of categorical responses.

Data included in Table 3 show 95% of students who made valid responses on the survey were either very satisfied or somewhat satisfied with the activities listed. In addition, 92% expressed satisfaction with the coursework provided in the *Training Tomorrow's Teachers Today* or *Teaching as a Career* classes.

2013-2014 was the fourth year *CI 270 Introduction to the Education Profession* was offered for concurrent enrollment. Although the number of students enrolled in *Training Tomorrow's Teachers Today* or *Teaching as a Career* classes remained high the number of students enrolled in the concurrent enrollment course showed a significant decrease between spring 2013 and spring 2014.

In spring 2011, 42 students took *CI 270* for concurrent enrollment, in spring 2012 and spring 2013 there were 50 students and in spring 2014 there were seven. All seven students qualified for concurrent enrollment and received passing grades. One hundred percent of the students earned a B or better for the course. The quality of the course remained consistent across all four offerings. The significant decrease between spring 2013 and spring 2014 was most likely the result of the elimination of tuition support for students.