from the Kansas Board of Regents that concurrent enrollment classes be reviewed annually by faculty in the discipline. As the Director of the Wichita State University College Algebra Program and a professor in the Department of Mathematics, Statistics, and Physics, I am the faculty member who has been requested to review the mathematics courses M111 (College Algebra), M112 (Pre-calculus), and M123 (Trigonometry).

I have included an updated Assessment Plan that details what and how we assess

classes. We have offered advice and training and have interchanged ideas concerning

the same ones given to the university faculty. We try to maintain good relationships with our high school faculty and try to encourage their efforts and provide all necessary support. Since (in any given year) almost all the mathematics concurrent enrollment

Overall, I can report that Spring 2012 went very well with no complaints from students or parents or faculty (of which I am aware). I believe high standards are being maintained. The concurrent enrollment faculty are high quality experienced teachers who have solid

only high school students with an A or B in the fall semester in one of the year long

students who either did not take these courses in high school or who failed these classes or who have had a long time gap between these courses and their prerequisites. We are comparing some of the best high school students in the concurrent enrollment classes

Stephen W. Brady

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Concurrent Enrollment Assessment Plan

Prepared by:

Stephen W. Brady
Associate Professor of Mathematics and Statistics and
Director, College Algebra Program

Universities recommend that any high school student who wishes to attend any university

[illegible lines]

training in mathematics. Due to our previous open admission policy many were admitted

was to raise them to a college entry level of mathematics before they graduated from

[illegible lines]

College Algebra

For the last twenty-one years the comprehensive departmental final for Math 111

[illegible lines]

on the final exam. For courses taught as concurrent enrollment the same weight (30%) for

[illegible lines]

the school use the same department final as that given by the university. In such cases

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 it has poor results for students with strong algebra preparation. Part of the way we can direct 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. Concurrent enrollment students also must demonstrate they are ready for college credit by above average achievement in previous semesters.

College Algebra has the following overall course outcomes.

1. Build a foundation for mathematical problem solving.

2. Apply problem-solving techniques to model both mathematical and real-world contexts.

3. Communicate mathematical ideas while reading, writing, speaking, and listening.

application in other settings.

These outcomes are part and parcel of the general education requirements at the university and are given 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

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

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.

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

those for the university equivalent.

Trigonometry, Math 123 and Math 112, Pre-Calculus

Concurrent enrollment class assessments will be compared to our Instructor's assessments of their courses.

SPRING 2012 Percentages for CONCUR... th 123 Grades

Transcript Grade Distri...

# of Students	Grade A	Grade B	Grade C	Grade D	...	rp / Wd	INC	Audit
42	11	15	14	2		0	0	0
	25%	36%	33%				40	= 95%

Passed with C or better.

SPRING 2012 Percent ——— **CURRENT Math 112 Grades**

Distribution

# of Students	Grade A	Grade B			Grade F	Drp / Wd	INC	Audit
138	64	58		0	0	1	0	0
	46%	42%						

Passed with C or better: 137 = 99%

The 'passed with C or better' is actually if the students dropped.

SPRING 2012 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
133	52	48	28	2	1	2	0	0
	39%	36%	21%					

Passed with C or better: 128   = 96%,

SPRING 2012 Percentages for W... and CONCURRENT Math 111 Grades

Transcript ... ade Distribution

# of Students	Grade A	Grade B	e C	Grade D	Grade F	Drp / Wd	INC	A
604	120	151	120	49	108	42	0	3
With Drp/Wd	20%	25%	20%	8%	18%	7%		
Without Drp/Wd	21%	27%	21%	9%	19%	7%		

Passed with C or better plus Drp/Wd: = ︰%   391

Passed with C or better minus Drp/Wd: = ︰%   391

SPRING 2012 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
210	73	73	26	9	19	10	0	0
	35%	35%	12%	4%	9%	5%		

Passed with C or better plus Drp/Wd: 172   = 82%

Passed with C or better minus Drp/Wd: 172   = 86%

SPRING 2012 Per... for WSU and CONCURRENT Math 123 Grades

...nscript Grade Distribution

# of Students	Grade A	...	Grade C	Grade D	Grade F	Drp / Wd	INC	Audit
177	31		39	20	18	31	0	2
	18%		20%	11%	10%	18%		

Vd: Passed with C or better   106   = 60%
/Wd: Passed with C or better   106   = 73%