WSU Enrollment Characteristics (Fall 1999-Fall 2003)

- Fall 2002 (N=15,534) was the highest enrollment since 1991.
- Spring 2002 was the highest enrollment in 10 years with 15,049 enrolled students.
- Freshman as a percentage of the undergraduate student body continues to decline from 24% in fall 1999-2001 to 21% in fall 2003.
- While graduate enrollment declined from fall 2002 to fall 2003, there has been a steady increase in the previous four years and graduate students continue to represent, on average, 23% of the total enrollment.
- Minorities represent, on average, 16.7% of the student body.
- Women represent, on average, 56% of the student body.
- International graduate students have grown from 15% of the graduate school in the fall 1999 to almost 24% in the fall 2003.
- Undergraduate international student enrollment decreased 20% (142 students) between fall 2002 and fall 2003.
- There has been, on average a slight increase (1%) in new transfer students.
- Enrollment of international undergraduate new students is down 3%.
- On average, new graduate students are down almost 5%.

A total of 115 WSU students held Co-op positions during the Fall ’03 semester. There were 81 students working in the Wichita Public Schools and 15 students working in the Maize Public Schools. In addition, there were 19 students working in CDS, Counseling, and Exercise Science positions. We are very pleased that so many students have had the opportunity to gain valuable experience working in educational settings.

Phi Delta Kappa
& League of Women Voter’s
Presents:

A Meeting With the Legislators

Place: Friends University (Casado Center)
Date: January 24, 2004
Time: 1:00-3:00

Come and share your concerns regarding educational issues, school finance, certification and No Child Left Behind.
Teacher Quality: Understanding the Effectiveness of Teacher Attributes

Teacher Experience:
- Studies have found a positive effect of experience on teacher effectiveness.

Teacher Preparation Programs and Degrees:
- Research suggests that the selectivity/prestige of the institution a teacher attended has a positive effect on student achievement, particularly at the secondary level.
- Evidence suggests that teachers who have earned advance degrees have a positive impact on high school mathematics and science achievement when the degrees earned were in these subjects.
- Evidence regarding the impact of advanced degrees at the elementary level is mixed.

Teacher Certification:
- Research has demonstrated a positive effect of certified teachers on high school mathematics achievement when the certification is in mathematics.
- Studies show little clear impact of emergency or alternative-route certification on student performance in either mathematics or science, as compared to teachers who acquire standard certification.

Teacher Coursework:
- Teacher coursework in both the subject area taught and pedagogy contributes to positive education outcomes.
- Pedagogical coursework seems to contribute to teacher effectiveness at all grade levels, particularly when coupled with content knowledge.
- The importance of content coursework is most pronounced at the high school level.

Teachers’ Own Test Scores:
- Tests that assess the literacy levels or verbal abilities of teachers have been shown to be associated with higher levels of student achievement.
- Studies show the National Teachers Examination and other state-mandated tests of basic skills and/or teaching abilities are less consistent predictors of teacher performance.

Source: Teacher Quality: Understanding the Effectiveness of Teacher Attributes  Jennifer K. Rice  Economic Policy

Spotlight on COE Student Ambassador: Michelle Fields

Michelle chose to major in secondary mathematics education because her high school math teachers were athletic coaches who cared more about their sport than education. She believes that there need to be more math teachers who are committed to helping the students learn and who possess the skills necessary to teach the subject. Michelle encourages any student who is considering a career in education to participate in the cooperative education program. The program has been very beneficial to her this semester because she has gained knowledge that can only come from experience in the classroom.

Thank you for all your help Michelle. We wish you the very best!