

**Committee on Curriculum and Assessment
Meeting Minutes
June 16, 2011**

Attendance

Mike Grelle, Chair	University of Central Missouri (UCM)
Jeff Lashley, Vice-Chair	Moberly Area Community College (MACC)
Joel Denney	Missouri School Boards' Association (MSBA)
Tim Farmer	University of Missouri-St. Louis (UMSL)
Leigh Ann Grant-Engle	Department of Elementary and Secondary Education (DESE)
Rita Gulstad	Central Methodist University (CMU)
Delores Honey	Missouri Southern State University (MSSU)
Katherine Perkins	Ozarks Technical Community College (OTC)
Joyce Ryerson	Morgan County School District (MC)
Vicki Schwinke	Linn State Technical College (LSTC)
Melody Shipley	North Central Missouri College (NCMC)
Candy Young	Truman State University (TSU)
David Russell	Department of Higher Education (DHE)
Rusty Monhollon	Department of Higher Education (DHE)
Angelette Prichett	Department of Higher Education (DHE)

Welcome and Introductions

Rusty Monhollon called the meeting to order at 10:05 a.m. Members introduced themselves. David Russell, Commissioner of Higher Education addressed the group and expressed his thanks and gratitude to those in attendance. He emphasized that Governor Nixon held the first ever conference on education last summer and proposed many areas to be worked on including: financial aid, performance funding, and streamlining the admissions process, among others. Commissioner Russell introduced Mike Grelle and Jeff Lashley as Chair and Vice-Chair, respectively of the Committee. He also commended Rusty Monhollon for taking the permanent position as Assistant Commissioner of Academic Affairs at Department of Higher Education and recognized Tim Farmer for receiving the Presidential Award for Service.

Background and Context for the Committee on Curriculum and Assessment

This committee is the result of a merger of two initiatives that were part of SB389. The Curriculum Alignment Initiative (CAI) required two-year and four-year institutions to develop competencies for entry into and exit from general education and required DESE to align their assessments based upon competencies. Approximately a year later, the Learning Assessment in Missouri Postsecondary Education committee (LAMP) was created to help

develop the assessments that would address the entrance and exit competencies. Much work went into the development of competencies and into gathering the necessary information on research and best practices. However, the group did not get to developing assessments. The CAI was successful in developing entry-level competencies in Fine Arts, Mathematics, English and Communications, Life Sciences, Physical and Social Sciences. Exit-level competencies were also developed for 16 specific general education courses, in addition to optimal competencies and beginning work on global and cross-cultural competencies.

Several months after the development of LAMP, the federal government provided funds for the Race-to-the-Top grant; one requirement for applying for the funds included agreeing to adopt a set of common core state standards for college and career readiness that were developed nationally. A second requirement for funding included joining a consortium in the development of standard assessments of the competencies. The state of Missouri committed to the common core although competency work had already been completed. DHE asked content experts to do a crosswalk of the common core standards that had been developed in Math and English Language and corresponding CAI competencies to determine gaps and the experts determined that there were no appreciable differences and where there were differences, the CAI standards were more stringent.

It was decided that LAMP be folded back into to form a single entity to do the curriculum and assessment work simultaneously. The CCA was established and committee membership inclusive of various educational sectors, including faculty, as it is important to have faculty claim ownership of curriculum and reach out, not only to K-12, but to the school boards as well, who will also need to adopt the standards.

Missouri also signed on as part of the SMARTER Balanced Assessment Consortium (SBAC) to assist in the development of a set of assessments for the common core standards. Missouri higher education institutions also signed Memorandums of Understanding agreeing to accept the assessments that are created, as long as higher education has a voice in their creation. One thing this committee can do is to put pressure on the SBAC to get higher education a stronger voice in developing assessments that define what being college ready really means. Although the SBAC is a K-12 entity, they are measuring college readiness and it is critical that higher education be heavily engaged in the development of the competencies and assessments. Missouri is one of 30 states involved in the consortium.

CCA and its Charge and Next Steps

The committee reviewed the framework and bylaws document. It was recommended and approved to change the line in the CCA Charge section on page 2, second bullet under “Charge”:

The CCA will seek the counsel of faculty and other institutional representatives in the performance of its functions, in particular the Missouri Assessment

Consortium (MAC) and the Department of Elementary and Secondary Education. In particular, the CCA should consult periodically with the Missouri Assessment Consortium (MAC) to identify priorities for the CCA to address.

One recommendation was made to increase the number of members in the group, however after further discussion, it was decided that the number would remain the same at this time.

Several potential priority areas were discussed, with the following list being developed:

- Defining the mindset of “college-readiness”
- Competencies definition—core competencies vs. course competencies vs. embedded competencies
- Connection to 42-hour block
- Defining scope of practice
 - Engagement of the College Readiness Partnership
 - Implementation of exit level competencies at higher education level
 - Implementation of entry level competencies with K-12
- Development of a reading list to enhance background and historical information of group members
 - CAI
 - LAMP
 - SMARTER Balanced Consortium
 - Common Core Standards
 - Report on Crosswalk between common core and competencies
 - MAC Guiding Principles
 - SB 389
 - Definitions/acronym list

An ad-hoc group will be established consisting of Mike Grelle, Jeff Lashley, Rusty Monhollon, Vicki Schwinke, and Rita Gulstad to determine how to further narrow scope and make recommendations for next steps at the next CCA meeting.

Announcements

Mike Grelle expressed heartfelt prayers to Delores Honey for her community and family regarding the tornado damage in Joplin following the May tornado. He also recognized the LAMP and CAI efforts and recognized Jeff Lashley and Rita Gulstad for their work on the CAI Steering Committee and as LAMP co-chairs. Mike Grelle also emphasized the importance of instilling buy-in from faculty for this work to be successful, as well as keeping K-12 engaged.

Rusty Monhollon indicated that he is serving as the official DHE designee to the CCA, and Angelette Prichett with DHE will be staffing the committee and will be point of contact for the committee.

Meeting Schedule

The CCA decided to meet every other month on Fridays, face-to-face, in Jefferson City (same room if possible). The CCA will also meet during the COTA Conference in February as one of its regular meetings. Angelette Prichett will work with schedules to develop list of meeting dates.

Meeting Adjourned at 2:15 p.m.