

Curriculum Alignment Steering Committee Report

February 4, 2008 Session

Committee Members Present

- Postsecondary Members
 - Jeanie Crain, Missouri Western State University
 - John Ganio, Saint Louis Community College
 - Mike Grelle, University of Central Missouri
 - Fred Janzow, Southeast Missouri State University
 - Jeff Lashley, Moberly Area Community College
 - James Spain, University of Missouri-Columbia
- Secondary Members
 - Lin Everett, Department of Elementary and Secondary Education
 - Connie Hurst-Bayless, Mehlville School District
 - Bryan McDonald, Grain Valley R-V School District
- Arts and Humanities Workgroup
 - Paul Long, Metropolitan Community College
- Engineering and Information Technology Workgroup
 - Ragu Athinarayanan, Southeast Missouri State University
 - David Pope, Ozarks Technical Community College
- English and Communication Workgroup
 - Katricia Pierson, William Woods University
 - Jamie Spencer, Saint Louis Community College
- Foreign Languages Workgroup
 - Madeleine Kernen, Missouri State University
 - David Smallwood, Southeast Missouri State University
- Mathematics Workgroup
 - Yungchen Cheng, Missouri State University
 - Mary Shepherd, Northwest Missouri State University
- Science Workgroup
 - Deborah Allen, Jefferson College
 - Chris McGowan, Southeast Missouri State University
- Social Sciences Workgroup
 - Richard Miller, Missouri Southern University

Members Absent

- Secondary Members
 - Kevin Lowery, Bolivar School District
 - Vickie Miller, Maryville R-II School District
- Social Sciences
 - Debra Greene & Roger Jungmeyer, Lincoln University

Other Participants

- Science
 - Sara Bush, University of Missouri (Assistant Workgroup Liaison)

- MDHE
 - Robert Stein, Commissioner
 - Hillary Fuhrman, Research Associate
 - Julie Chapman, Faculty Fellow
 - Ken Vollmar, Faculty Fellow

Introduction

The CAS Committee reconvened on site at MDHE's office Monday, February 4th with twenty-two members and three DHE staff in attendance. The group's agenda was to review entry-level competencies and public comments to discuss revision guidelines for entry-level drafts. Additionally, the Steering Committee addressed cross-curricular issues among entry-level competencies. Facilitator and DHE Research Associate, Hillary Fuhrman, reminded the participants that entry-level competencies are to be broad-based, further emphasizing that higher education is not attempting to reach into K-12 curricula; however, SB 389 directs establishment of threshold competency.

CAI Discussion

A main goal of the meeting was for the Steering Committee to address structural and philosophical issues emerging in the CAI. The following were major points of discussion during the meeting and frame direction in moving forward with CAI activities:

Discussion Point #1; Overlapping among entry level competencies with general education must be examined

Because some topics cross the boundaries of multiple workgroups (ie., reading, writing, & math skills) the following points were made:

- Separate those common skills (similar to general education)
- Suggestion to put competencies into a matrix to organize the overlap
- Question posed as to how and when assessment would occur

Discussion Point #2; Gap between K-12 and collegiate entry-level competencies must be decreased

- How closely did discipline groups consider K-12 Show Me Standards & GLE/CLEs (Grade level Expectations/Course Level Expectations)?
- Discussion that Higher Ed should be informed by and work collaboratively with K-12 but not bound by secondary standards when defining competencies at entry level in order to maintain integrity of postsecondary academic standards
- How to communicate message that CAI does not wish to reach into secondary curriculum; CAI is not dictating *how* or *when* competencies are taught at the secondary level.

- Concern that once competencies were operationalized the current gap between K-12 and Higher Ed may, in fact, increase, leading to a temporary but significant incline in remediation rates

Discussion Point #3; Manageable document must be designed to train K-12 educators as to what competencies should be met among all disciplines

- K-12 CLEs (Course Level Expectations) need to be examined regarding collegiate entry level competencies
- Whether students should demonstrate *familiarity* or *mastery* with competencies and what the definition of such terms would mean

Discussion Point #4; Additional workgroup needed to address Cross-Disciplinary Standards

- Discussion returns to possible use of a matrix in order to organize/identify the overlap of competencies among workgroups
- Suggestion to separate the goals of curriculum *as a whole* from those *specific goals* of course X
- Computer skills (e.g., Word, Excel, Web navigation) should be added to entry level competencies

Discussion Point #5; Report competencies into a common format

- Group consensus that commonality in both presentation and level of detail across the workgroups is needed
- Discussion of the applicability of DESE format, but concern over level of detail and fit with the nature of culminating entry-competencies

Workgroup Presentations

Discipline Workgroup Liaisons from each area presented a summary work completed to date by their workgroups, including development of entry-level competencies, participant concerns and issues, summary of issues in public comments, recommendations for draft revisions, and in some cases, revised drafts. The Steering Committee provided comment and feedback on each of the draft entry-level competencies document, including comments as pertaining to preceding discussion points.

A report from each of the workgroups regarding the public comments and workgroup response to public comments is requested as part of the revision process, in order to inform constituents of entry-level competencies development. Hillary Fuhrman will follow up with the workgroups in the near future with report guidelines.

Mathematics Entry Competencies Gap Analysis

Commissioner Stein spoke to the Steering Committee regarding a gap analysis of the Mathematics Entry-Level Competencies. With support from Dr. Vicki May at Washington University, leader of the METS Coalition/DESE's K-12 mathematics curriculum revision team, Commissioner Stein has called for an external gap analysis regarding the mathematics entry-level competencies standards and METS/DESE K-12 mathematics standards. Working through Dr. May and NSF grant funds, a consultant with expertise in both K-12 and higher education will be identified. Anyone else interested in conducting a gap analysis is also welcome to do so. Once the gap analysis has been performed, CAI Mathematics Workgroup and METS/DESE leaders will meet to review the analysis, determine implications, and develop recommendations to reduce and/or eliminate gaps. This type of analysis is also being considered for science entry competencies.

Competencies Framework Development

As part of efforts to articulate a framework to unify the entry-level competencies as well as cross-disciplinary competencies, several members of the Steering Committee will work on a possible framework to bring together the entry- and exit-level competencies along with the content and knowledge goals of the General Education Policy for the articulated 42-hour block of credit. Jeanie Crain, Mike Grelle, and Fred Janzow will work to develop possible models and report back to the Committee at the next meeting.

The next meeting of the Curriculum Alignment Steering Committee will be Thursday, March 13th from 11 am to 3 pm at the MDHE offices in Jefferson City.