

Curriculum and Assessment Event History

August 28, 2007

[Senate Bill 389](#) became law

October 11, 2007

Tab B

Curriculum alignment workgroups have met, and the Curriculum Alignment Steering Committee has identified goals and set timelines for achieving those goals.

Tab B Attachment

Implementation Matrix for Senate Bill 389

Tab B1

The Missouri Department of Higher Education has launched a major labor-intensive initiative on curriculum alignment for beginning college students. The agenda item provides the board with an update on the status of this initiative.

Tab B1 Attachment A

Curriculum Alignment Steering Committee Members

Tab B1 Attachment B

Curriculum Alignment Steering Committee Charge

Tab B1 Attachment C

Curriculum Alignment Initiative Timeline

December 6, 2007

Tab C

The department has worked with members of the Curriculum Alignment Initiative (CAI) to complete entry-level competencies, which are currently available for public review and comment on the MDHE website. All comments will be considered by the Curriculum Alignment Steering Committee (CAS) and the CAI workgroups. The CAS has begun to discuss entry-level competencies associated with the attached list of beginning general education collegiate courses (Attachment B). Discipline workgroups have begun work on exit-level competencies from these courses and anticipate completion by January 4, 2008. The MDHE has also distributed an open letter to educators (Attachment C) to clarify misunderstandings about the CAI project.

Tab C Attachment A

Updated Implementation Matrix for Senate Bill 389

Tab C Attachment B

MDHE Curriculum Alignment Initiative Beginning General Education Collegiate Courses – Prioritized courses for completion by the 2008-2009 academic year

Tab C Attachment C

Open Letter on Curriculum Alignment Initiative from Robert B. Stein, Commissioner of Higher Education, to Missouri Educators

February 7, 2008

Tab E

Staff have continued to develop entry- and exit-level competencies for beginning collegiate-level courses in key disciplines. Participants in the Curriculum Alignment Initiative (“CAI”) have identified entry-level competencies, which are currently being evaluated by the CAI Steering Committee and discipline work groups. Discipline work groups are developing exit-level competencies.

Updated Senate Bill 389 Implementation Matrix

April 10, 2008

Tab E

Staff have continued to develop entry- and exit-level competencies for beginning collegiate-level courses in key disciplines. Participants in the Curriculum Alignment Initiative (“CAI”) have developed draft entry- and exit-level competencies, which have undergone a public comment process and are now being finally revised. CAI participants have also begun to develop cross-disciplinary competencies and a unifying structure for the competencies. An external consultant recommended by NSF has been retained to perform a gap analysis concerning math competencies developed by the METS Coalition and DESE for high school students and those being developed by higher education for entry-level collegiate courses. The CAI Steering Committee will develop a status report of its statewide initiative for review at the June 2008 board meeting.

Tab E Attachment

Senate Bill 389 Implementation Update

June 12, 2008

Tab C

MDHE staff have completed major segments of the CAI. Institutions have collaborated with the commissioner of higher education and his staff on the development of competencies for beginning general education courses in key disciplines.

Tab F

Original CAI Report - This document reports the mission and progress of MDHE’s Curriculum Alignment Initiative (CAI) from inception in June 2007 to present.

Entry Level Competencies Approved:

Arts and Humanities

English and Communication

Foreign Languages

Mathematics

Science
Social Science

Included Draft Cross-Disciplinary Competencies Approved:

Habits of Mind
Reading and Writing
Technology and Information Literacy

METS Entry Competencies Approved:

Engineering and Information
Engineering Technology

Exit Level Course Competencies (Courses included) Approved:

Arts and Humanities
 Introduction to Philosophy
 Introduction to Theatre
English and Communication
 Freshman Compositions Sequence
 Introduction to Communication
Foreign Languages
 First Semester Foreign Language
Mathematics
 College Algebra
Science
 General Geology
 Introductory Astronomy
 Introduction to Biology
 Introduction to Chemistry
Social Sciences
 American Government
 Introduction to Psychology
 U.S. History to/from 1877

September 11, 2008

Tab A – Attachment A

New CBHE Duties Imposed by Legislation

December 4, 2008

Tab E

A challenge for higher education in Missouri is to create a statewide assessment policy built upon the good foundations of previous statewide efforts and driven by the improvement of student learning while responding to the call for greater accountability. The Learning

Assessment in Missouri Postsecondary Education (LAMP) Advisory Council¹ has been created to consider statewide issues surrounding learning assessment in Missouri and to make policy recommendations to the Commissioner of Higher Education.

Tab E – Attachment A

Learning Assessment in Missouri Postsecondary Education (LAMP) Charge

Tab E – Attachment B

LAMP Principles for Inclusion

Tab E – Attachment C

MDHE Policy Guideline with regard to LAMP

Tab T

The CAI Steering Committee met in November 2008 to decide next steps in fulfillment of CAI mandate and to develop a plan for dissemination of the approved entry- and exit-level competencies. The CAI website has been updated to reflect CAI history, progress-to-date, and current status of the competencies. CAS Dissemination subcommittee has also worked to develop a PowerPoint presentation that was presented at the Show-Me Curriculum Administrator's Association meeting in October 2008.

The discipline workgroup liaisons also discussed competencies activities. The following progress on the competencies has been made:

- Optimal entry-level competencies were developed in the following areas: Math, Engineering, and Engineering Technology/Information Technology. The competencies underwent public comment during the month of October 2008, with review of the feedback received and revisions made to the competencies as appropriate.
- Cross-Disciplinary Entry-level competencies have been developed by the workgroups and undergone internal revisions.
- Discipline workgroups in the following areas have completed a crosswalk or matrix of the course exit general education competencies: College Algebra, Political Science, Freshman English Composition, Biology, History, and Psychology.
- The math gap analysis review has been completed and math entry competencies were revised as appropriate.

February 12, 2009

Tab N

The Curriculum Alignment Initiative (CAI) Steering Committee has been charged to work on dissemination of the approved entry- and exit-level competencies. Presentation materials have been developed by the CAI Steering Committee as a way to disseminate a unified message to the academic community. Numerous institutional and professional stakeholders around the state have been informed through on-site presentations, and CAI has augmented its

profile through a presentation at a national conference. Raising awareness statewide and nationally will assist as institutions and faculty begin to consider how to best integrate competencies into the curriculum. With emerging activities already underway at a number of Missouri institutions, MDHE staff has begun gathering best practices to share with institutions statewide.

Work also continues to progress in development of additional competencies:

Entry-Level Competencies

- Cross-disciplinary entry-level competencies were on public comment through February 6, 2009; the workgroup is reviewing feedback.

Exit-Level Competencies

- Crosswalks between exit competencies and general education illustrative competencies have been completed for College Algebra, Political Science, Freshman English Composition, Biology, History, and Psychology.
- Draft second round exit-level competencies in Economics and Foreign Language are undergoing revisions in the discipline workgroups.
- Draft exit-level competencies are under development for Trigonometry, Introductory Physics (non-majors), Art History, Introduction to Music, and World History.

Tab O

LAMP's three subcommittees – Communications, Assessment Practices, and Literature Review have finalized key objectives and an action plan that may be found on the LAMP webpage. Participation in committees continues to be open to all interested parties.

The Communications Subcommittee published a December newsletter for all participants, chief academic officers and presidents, and other interested stakeholder groups. The newsletter outlines the objectives, background, and timeline for the initiative as well as providing links to key LAMP documents. Newsletters may be viewed on the MDHE website and will be ongoing to keep stakeholder groups informed of progress and activities.

The Assessment Practices Subcommittee forwarded a cover letter and survey instrument (see attachments) on January 20, 2009 to allow assessment practitioners and institutional administration the opportunity to reflect upon the infrastructure and general role of assessment practices. Additionally, institutions were encouraged to provide opinions and policy recommendations related to a breadth of relevant assessment issues. This information will be used to inform the sub-committee's report in March 2009 when the LAMP Advisory Council will begin discussing policy recommendations and outlining the final report.

The Literature Review Subcommittee has established an online database for review and annotation of assessment-related literature and a collaborative writing process for the production of their report for the March 2009 meeting.

Tab O – Attachment A

Cover Letter to Missouri Institutions for Phase I LAMP Survey

Tab O – Attachment B

Phase I LAMP Survey of Assessment Culture at Missouri Institutions

[April 23, 2009](#)

Tab M

The Curriculum Alignment Initiative (CAI) Steering Committee seeks to fulfill its charge to disseminate the CBHE-approved entry- and exit-level competencies by raising statewide awareness of the competencies through the CAI website and making presentations to numerous institutional and profession stakeholders around the state. The CAI website, located at <http://www.dhe.mo.gov/casinitiative.shtml>, provides information about the competencies, provides history and background information about the process and structure of the Curriculum Alignment Initiative, and provides a timeline for the completion of additional competency development and dissemination goals. Raising awareness of the competencies through statewide presentations will assist institutions and faculty as they begin to consider how to best integrate competencies into curriculum. With emerging activities already underway at a number of Missouri institutions, MDHE staff has also begun gathering best practices to share with institutions statewide.

The following progress on competencies has been made:

- Cross-Disciplinary Entry-level competencies are currently undergoing review by the Cross-Disciplinary workgroup. The workgroup has a meeting scheduled for April 28, 2009 and plans to finalize a draft of the Cross-Disciplinary competencies to be reviewed by the CAI Steering Committee in May 2009 and presented to the CBHE for action at their June 2009 board meeting.
- Optimal Entry-level competencies in Engineering and Engineering/Information Technology are in their finalized draft form and will be presented to the CBHE for action at their June 2009 board meeting.
- Discipline workgroups in the following areas have completed a crosswalk or matrix of the course exit general education competencies: College Algebra, Political Science, Freshman English Composition, Biology, History, and Psychology.

Coordinating Board for Higher Education

April 23, 2009

- Draft exit-level competencies in Economics and Foreign Language are currently undergoing revisions in the discipline workgroups.
- Draft exit-level competencies are currently under development for Trigonometry, Introductory Physics (non-majors), Art History, Introduction to Music, and World History.

Tab N

LAMP's three subcommittees - Communications, Assessment Practices, and Literature Review – continue to make progress. The Communications Subcommittee has published one newsletter and is currently working on a second to provide an update on the activities of the subcommittees as well as outline the timeline for remaining tasks for the Advisory Council. Newsletters may be viewed on the LAMP website.

The Assessment Practices Subcommittee has solicited scope and magnitude information about institutional practices. The Subcommittee is currently analyzing survey responses. The Literature Review Subcommittee has established an online database for review and annotation of assessment-related literature and a collaborative writing process for the production of their report and is working on finalizing the review of national best practices.

June 11, 2009

Tab E

[SB 389](#) (2007) requires public two- and four-year institutions to work with the MDHE to establish agreed-upon competencies for certain entry-level collegiate courses. This requirement has been implemented through the Curriculum Alignment Initiative (CAI) and Learning Assessment in Missouri Postsecondary Education Advisory Council (LAMP).

The next phase of CAI beyond the entry- and exit-level competencies approved by the CBHE in June 2008 has continued. MDHE staff will present finalized drafts of the optimal entry-level competencies in Engineering and Engineering Technology/Information Technology for board action at the June 2009 meeting. Staff will also present a formal plan for dissemination of the approved competencies at the June meeting.

Cross-disciplinary entry-level competencies continue to undergo review and revision. Draft exit competencies for seven additional courses are currently being developed by the discipline workgroups.

The CAI Steering Committee will focus on formal roll-out of the approved competencies to key constituents, in the form of press releases, website redesign, and informational emails.

LAMP is submitting a status report to the CBHE for review and action at the June meeting that includes the group's work over the past nine months. The group was able to reach consensus on a number of themes, based upon the research of Missouri institutions and best practices as outlined in the literature.

Tab E – Attachment

New CBHE Duties Imposed by Higher Education Related Legislation – Items Requiring Ongoing Attention

Tab H

Progress over the past year includes:

- Completion of a crosswalk analysis between course exit-level competencies in Algebra, Political Science, Freshman English Composition, Biology, History, Psychology, and general education program competencies.
- Revision and refinement of the draft cross-disciplinary entry-level competencies for college success.
- Revision of draft exit-level competencies in Economics and Foreign Language.
- Development of draft exit-level competencies for Trigonometry, Introductory Physics (non-majors), Art History, Introduction to Music, and World History.

- CAI presentations by MDHE staff and CAI participants to external stakeholders through a series of state and national conferences.

The CAI Steering Committee also recommends the following for review and action by the CBHE:

- *Optimal Entry-Level competencies in Engineering and Engineering/Information Technology* (Attachments A and B). Competencies were developed by discipline workgroups and underwent extensive public comment with review of the feedback and revisions made as appropriate. These denote competencies for students who wish to pursue careers in professional practice fields. Optimal competencies are meant to be layered on top of CBHE-approved entry-level competencies.
- *Action Plan* (Attachment C). The CAI Steering Committee developed an action plan for dissemination of competencies over the next academic year to audiences through of press releases, manual and brochure development and distribution, and website redesign.

Tab H – Attachment A

Mathematics Entry Level Competencies for Engineering Program

Tab H – Attachment B

Engineering & Information Technology Entry-Level Competencies - Draft of Postsecondary Optimal Entry-Level Competencies

Tab H – Attachment C

Action Plan for CAI Competencies Dissemination June 2009

Tab I

Using subcommittees, LAMP has made significant progress over the last nine months. Products of each subcommittee are listed below and details may be viewed in the LAMP Status Report (see Attachment):

Communications Subcommittee

- LAMP primer detailing history of this statewide initiative
- Newsletters – December 2008, May 2009

Literature Review Subcommittee

- Draft report – Principles, Research, and Literature in Student Learning Assessment

Assessment Practices Subcommittee

- Draft report – Assessment Culture and Practices across Postsecondary Institutions

Tab I – Attachment

Learning Assessment in Missouri Postsecondary Education (LAMP) Status Report for the Coordinator Board for Higher Education June 2009

September 10, 2009

Tab A

SB 389 (2007) requires public two- and four-year institutions to work with the MDHE to establish agreed-upon competencies for certain entry-level collegiate courses. This requirement has been implemented through the Curriculum Alignment Initiative (CAI) and Learning Assessment in Missouri Postsecondary Education Advisory Council (LAMP).

The Coordinating Board approved optimal entry-level competencies for engineering and engineering technology/information technology and the CAI Formal Action Plan for Dissemination of previously approved entry- and exit-level competencies in first courses for core academic subjects.

The work of CAI will continue over the next year with projects including packaging the first round of entry- and exit-level competencies to be disseminated to different audiences; revision of cross-disciplinary competencies, including the addition of cultural/global awareness and creativity competencies; development of exit-level competencies for seven additional general education courses; cooperation with the Learning Assessment in Missouri Postsecondary Education (LAMP) Advisory Council to identify potential pilot projects; and development of recommendations for ongoing evaluation and periodic update of Coordinating Board-approved competency guidelines.

Tab A – Attachment

New CBHE Duties Imposed by Higher Education-Related Legislation – Items Requiring Ongoing Attention

Tab N

- LAMP co-chairs and MDHE developed a timeline for continuing work (Attachment A).
- MDHE staff and LAMP chairs presented and discussed LAMP findings at the Missouri Assessment Coalition (MAC), the Missouri Developmental Education Consortium (MODEC), and to key institutional leadership groups such as Chief Academic Officers.
- The Assessment Practices Subcommittee developed a survey to determine the extent to which CAI competencies are currently being used. The instrument will be field tested in early September 2009.
- A third newsletter detailing the progress and agenda of LAMP was distributed to LAMP participants and institutional leadership the first week of September (Attachment B).

Tab N Attachment A

Prospective LAMP Timeline

Tab N Attachment B

September LAMP Update (newsletter)

Tab O

Progress on CAI includes:

- Delivery of the CBHE commendation to the CAI volunteers for the work accomplished over the last 18 months;

- Recruitment of additional volunteers in disciplines to develop competencies in seven additional courses;
- Presentations by MDHE staff and CAI participants to external stakeholders through a series of statewide and national conferences.

December 10, 2009

Tab A

Detailed information regarding implementation of several new laws is provided elsewhere in the agenda. The Curriculum Alignment Initiative (CAI) initiated by SB 389 (2007) will be discussed in Tab I in the Action Items section of the agenda.

Tab A – Attachment

New CBHE Duties Imposed by Higher Education-Related Legislation – Items Requiring Ongoing Attention

Tab I

Progress over the past six months includes:

- Development and CBHE approval of optimal-level competencies for Engineering and Engineering and Information Technology;
- Development and CBHE approval of a formal action plan for packaging completed entry-level and exit-level competencies for dissemination during the 2009-2010 academic year;
- Development of draft exit-level competencies for the following general education courses: non-majors Physics, second semester Foreign Language, Trigonometry, and Economics; and
- CAI presentations by MDHE staff to external stakeholders.

The exit-level competencies listed below were developed by discipline workgroups and underwent extensive public comment with revisions made as appropriate. The CAI Steering Committee submits these competencies for review and action by the CBHE:

- Exit-level competencies for non-majors Physics (Attachment A)
- Exit-level competencies for second semester Foreign Language (Attachment B)
- Exit-level competencies for Trigonometry (Attachment C)

Tab I – Attachment A

Draft exit-level competencies for non-majors Physics

Tab I – Attachment B

Draft exit-level competencies for second semester Foreign Language

Tab I – Attachment C

Draft exit-level competencies for Trigonometry

February 11, 2010

Tab I

Detailed information regarding implementation of several new laws is provided elsewhere in the agenda. The ongoing progress of the LAMP committee, which grew out of the Curriculum Alignment Initiative (CAI) initiated by SB 389 (2007), is detailed in Tab L in the Consent Calendar section of the agenda.

Tab I - Attachment

New CBHE Duties Imposed by Higher Education-Related Legislation – Items Requiring Ongoing Attention

Tab L

- MDHE and LAMP are working with representatives of Missouri institutions on strategies for implementing the assessment of CAI entry- and exit-level competencies for beginning general education courses.
- In fall 2009, Governor Nixon and the Commissioner of Education announced that Missouri would join the national Common Core State Standards Initiative, including the implementation of the *College and Career-Readiness Standards*. The LAMP Advisory Council recommended that math and English content specialists review the congruity between the core standards and the entry-level competencies established through CAI.

April 22, 2010

Tab H

The MDHE continues to track its progress implementing the provisions of recently passed higher education-related legislation. A description of each new law and progress in implementation is provided as an attachment.

Tab H – Attachment

New CBHE Duties Imposed by Higher Education-Related Legislation – Items Requiring Ongoing Attention

Tab P

Further progress on CAI has been limited as a result of MDHE staff turnover and more recently, staff reductions. Additionally, tension between secondary and postsecondary educational sectors over the potential lack of alignment between the federal initiative on Common Core State Standards for college and career-readiness and collegiate competencies previously adopted by the CBHE has hampered progress.

Adoption of the Common Core Standards was required as part of the state’s application for “Race to the Top,” even though these standards (which are for mathematics and communication arts) have not been finalized. Based on an initial analysis of a few individuals, it has been assumed that the final product promoted by the federal government will be similar to the CAI competencies in mathematics and communication arts approved by the CBHE.

Key stakeholders in higher education, however, have expressed concerns that the core standards will simply replace the competencies that they worked long and hard to develop. Others have suggested that the federal standards may be lower than those adopted in

Missouri. In response, MDHE staff has been consulting with national education experts and the Council of Chief State School Officers about the national Common Core Standards. The CAI Steering Committee, other content experts, and institutional academic administrators in Missouri have agreed to perform crosswalks to assess the alignment of the core standards with the CAI competencies in math and language arts to ensure that a critical mass of content experts will be involved in the process.

It became clear early in the work of the Curriculum Alignment Initiative that there was also a need to develop cross-disciplinary competencies considered to be fundamental for student success. Cross-disciplinary competencies serve as a foundation for content knowledge across the disciplines. In an increasingly interconnected world, developing such basic skills as reading and writing across the curriculum, intellectual curiosity, critical thinking, and problem solving are vital to the education of students as they prepare to enter the workforce. Cross-cultural and global education have been identified as two additional areas for cross-disciplinary competency work.

A voluntary workgroup of institutional faculty and administrators from all sectors was formed to draft entry- and exit-level competencies in these two areas for review by the larger academic community (Attachment B). The charge of the cross-cultural workgroup is to identify and develop those competencies that will allow students to work constructively among those with disparate backgrounds, to contribute effectively in a global economy, and to live as citizens in a global context. The workgroup met via conference call on March 30, 2010 with MDHE staff to develop a plan to guide their work on the competencies and to identify priority activities to focus on for the next three months to ensure progress on alignment.

Additionally, MDHE staff is developing an action plan for packaging the completed entry-level and exit-level competencies for dissemination. Staff will also work with the Department of Elementary and Secondary Education on policies related to implementation of the new core standards as well as measures to address any discrepancy between these standards and the CAI entry-level competencies for beginning general education courses.

In light of the issues discussed above, the work of the Learning Assessment in Missouri Postsecondary Education (LAMP) Advisory Council has intentionally slowed. The LAMP Advisory Council was originally charged with recommending a system for assessing student learning using indicators in the state's public agenda for higher education—*Imperatives for Change: Building a Higher Education System for the 21st Century* (IFC)—and the competencies developed through the work of the CAI. Initial work of LAMP has provided important context for moving forward on a statewide assessment agenda. However, meaningful assessment of student learning outcomes should be developed from agreed-upon competencies. The LAMP Advisory Council will submit an interim report in June 2010 of the work that has been completed to date. Further work by LAMP will recommence after DESE and MDHE make strategic decisions about alignment between competencies adopted by DESE and CBHE.

Tab P – Attachment A

Courses or Disciplines which have competencies approved by the CBHE

Tab P – Attachment B

Cross-Cultural and Global Education Workgroup Members

June 10, 2010

Tab G

The LAMP initiative has focused on assessment for the transition from high school to college. The announcement in July 2009 of the federal “Race to the Top” grant program significantly impacted the LAMP initiative. Attention has been on the relationship between the work of LAMP and the academic standards and assessment initiatives that are part of the national effort to reform K-12 education.

Members of the LAMP Advisory Council have been assessing how they might support Missouri’s involvement with the Common Core State Standards and its application for funding under the “Race to the Top” program. The LAMP Council reaffirmed its commitment to continue collaboration with the K-12 education sector and with the Department of Elementary and Secondary Education (DESE) to assess competence-based learning outcomes across the transition from secondary to postsecondary education. The Council will continue to work on aligning the assessment of CAI entry-level competencies with DESE end-of-course learning outcomes, and the further alignment of those assessments with the emerging Common Core State Standards.

Missouri is one of 32 states that are part of the SMARTER Balanced Assessment Consortium, which is applying for federal funds to develop formative and summative assessments in both mathematics and English language arts that are aligned with the national core standards. Missouri’s participation in this consortium presents opportunity for the LAMP Advisory Council to shape the emerging state and national regimes for measuring college and career readiness.

It is recommended that the Coordinating Board for Higher Education direct the Commissioner of Higher Education to implement a merger of the LAMP and CAI initiatives into a single postsecondary advisory group to address both alignment of competencies and alignment of assessments across educational sectors and to continue emphasizing the importance of assessment at all Missouri higher education institutions.

Tab I

Detailed information regarding implementation of several new laws is provided elsewhere in the agenda. The ongoing progress of the Curriculum Alignment Initiative (CAI) and the LAMP committee initiated by SB 389 (2007) are detailed in Tab G and L in the Consent Calendar.

Tab L

In April, the Curriculum Alignment Initiative Steering Committee (CAS) met in Jefferson City. The CAS discussed strategies for the dissemination of the entry-level and exit-level competencies. The dissemination of the competencies has been delayed, first by the concerns over the CCSSI and more recently by the uncertain status of both the MDHE and the Department of Elementary and Secondary Education (DESE). The legislation that mandated CAI, however, is still state law. As this work is ongoing at all levels, the CAI will continue to move forward and support this work.

Additionally, Missouri has joined the thirty-two state SMARTER Balanced Assessment Consortium in applying for federal funds, as part of —Race to the Top,|| for developing assessments for college and career readiness. DESE is eager for the participation of the higher education sector in developing the assessments, which will not be rolled out until 2014.

The CAS noted that the purpose of the both CAI and the SMARTER Balanced Consortium is to ensure that when students graduate from high school, they are ready for college. The work of the CAI has been instrumental in narrowing the gap of knowledge regarding what is expected upon graduation from high school and what is necessary to be successful upon entry into a college or university.

MDHE staff and the Learning Assessment in Missouri Postsecondary Education (LAMP) Advisory Council co-chairs have held discussions about moving the initiative forward. In light of the issues noted above, the work of LAMP has intentionally slowed. The LAMP Advisory Council was originally charged with recommending a system for assessing student learning using indicators in the state’s public agenda for higher education—*Imperatives for Change: Building a Higher Education System for the 21st Century* (IFC)—and the competencies developed through the work of the CAI. Initial work of LAMP has provided important context for moving forward on a statewide assessment agenda. Further work by LAMP will recommence after DESE and MDHE make strategic decisions about alignment between competencies adopted by DESE and CBHE, and in the context of the SMARTER Balanced Assessment Consortium. Additional information about LAMP is available on the MDHE website: <http://dhe.mo.gov/lamp.shtml>.

Cross-cultural and global education have been identified as two additional areas for cross-disciplinary competency work. A voluntary workgroup of institutional faculty and administrators from all sectors (Attachment B) are charged with identifying and developing those competencies that will allow students to work constructively among those with disparate backgrounds, to contribute effectively in a global economy, and to live as citizens in a global context. The cross-cultural/global workgroup continues its work on the development of cross-cultural competencies. The workgroup has nearly completed a draft of the cross-cultural/global competencies, which it will submit for review at the next CAS meeting.

Tab L – Attachment A

Summary Report – Alignment of CAI Entry-Level Competencies and Common Core State Standards

Tab L – Attachment B

Cross-Cultural and Global Education Workgroup Members

December 2, 2010**Tab R**

After consultation with the CAS and Lamp Advisory Council members, the MDHE staff recommended that the Commissioner of Higher Education establish a permanent council to advise and make recommendations to the CBHE on matters related to the curriculum and assessment of postsecondary education in Missouri.

MDHE staff proposed establishing the Committee on Curriculum and Articulation (CCA). The committee will be similar in form and structure to the Committee on Transfer and Articulation. All sectors of higher education will be represented on the committee. Faculty representation will be assured on the committee. There also will be representation from the elementary and secondary education sector, both from the Department of Elementary and Secondary Education and from K-12 schools.

The CAI Steering Committee (CAS) and the LAMP Advisory Council (LAMP) will be disbanded. The responsibilities and work of both CAS and LAMP will be assumed by the CCA. The members of the CAS and LAMP will form a transition team while the CCA is being established. The CAS/LAMP transition team will:

- Continue the work on reviewing and approving global and cross-cultural competencies.
- Implement a plan to disseminate the competencies already approved by the CBHE.
- Engage the Missouri Assessment Consortium (MAC) in identifying priorities for the CCA.

Because there will be a need to revisit the entry- and exit-level competencies in the future, the existing CAI discipline-specific workgroups will continue to function under the direction of the CCA.

The CAI Steering Committee (CAS) reviewed the initial proposal at its September meeting. The CAS offered suggestions for modifying the committee structure and membership so that it was appropriate to the work for which it will be responsible. MDHE staff is revising the original proposal for public comment and review. The MDHE will present the final details for the proposed committee to the Commissioner for approval.

February 10, 2011**Tab P**

After consultation with the CAS and Lamp Advisory Council members, the MDHE staff recommended that the Commissioner of Higher Education establish a permanent council to

advise and make recommendations to the CBHE on matters related to the curriculum and assessment of postsecondary education in Missouri.

MDHE staff proposed establishing the Committee on Curriculum and Articulation (CCA). The committee will be similar in form and structure to COTA. All sectors of higher education will be represented on the committee. Faculty representation will be assured on the committee. There also will be representation from the elementary and secondary education sector, both from the Department of Elementary and Secondary Education and from K-12 schools.

The CAS and the LAMP Advisory Council will be disbanded. The responsibilities and work of both CAS and LAMP will be assumed by the CCA. The members of the CAS and LAMP will form a transition team while the CCA is being established. The CAS/LAMP transition team will:

- Continue the work on reviewing and approving global and cross-cultural competencies.
- Implement a plan to disseminate the competencies already approved by the CBHE.
- Engage the Missouri Assessment Consortium (MAC) in identifying priorities for the CCA.

Because there will be a need to revisit the entry- and exit-level competencies in the future, the existing CAI discipline-specific workgroups will continue to function under the direction of the CCA.

The CAS reviewed the initial proposal at its September meeting. The CAS offered suggestions for modifying the committee structure and membership so that it was appropriate to the work for which it will be responsible. MDHE staff incorporated these suggestions, as well as those received from the Council on Public Higher Education, into a revised draft. The proposal has been posted to the MDHE website for public comment and review. The MDHE intends to submit a recommendation for approval of the Committee on Curriculum and Assessment to the CBHE at its April meeting.

April 7, 2011

Tab M

The Curriculum Alignment Initiative (CAI) and the Learning Assessment in Missouri Postsecondary Education (LAMP) initiatives were established to address the alignment of competencies and assessments across educational sectors. CAI was established to fulfill the mandate from SB389 to identify entry- and exit-level competencies that define standards for entry into and exit from collegiate-level coursework. LAMP was created to consider statewide issues surrounding learning assessment in Missouri, to serve as a forum for dialogue and research regarding assessment in higher education at key transition points, and to make policy recommendations to the commissioner of higher education.

The work of both the CAI and LAMP initiatives evolved to a point where a new mechanism was necessary to provide higher education with a strong voice for defining college-readiness and to implement the findings and strategies for the most effective alignment of curricula and

the development of appropriate assessment tools. The Coordinating Board for Higher Education (CBHE) at its June 2010 meeting directed the Commissioner of Higher Education to implement a merger of the CAI Steering Committee (CAS) and LAMP into a single postsecondary advisory group whose purpose is to address both curriculum alignment and assessment issues. The creation of a permanent entity, called the Committee on Curriculum and Assessment (CCA), was proposed to ensure the necessary collaboration between all sectors involved in alignment and assessment issues. The intent of this board item is to outline the role and function of the CCA, describe projected activities for the committee, and give a timeline for action.

MDHE staff developed a proposal for the CCA in consultation with the CAS, LAMP Advisory Council members, and chief academic officers from the two-year and four-year public sectors. The proposal was mailed electronically to chief academic officers in both the public and independent sectors, and was also posted on the MDHE website for public comment and review. As with all MDHE committees and workgroups, the work of CCA is open and sector input is welcome at all levels.

The Committee on Curriculum and Assessment will be composed of thirteen members, one of which shall be named by the Commissioner of Higher Education to serve as chairperson of the committee. Membership on the committee will be as follows:

- Three (3) representatives, one of whom must be a faculty member, from the public two year colleges, to be selected by the Missouri Community College Association
- Three (3) representatives from the public four-year colleges and universities, one of whom must be from the University of Missouri and at least one of whom must be a faculty member, selected by the Council on Public Higher Education
- One (1) representative from the public technical sector, selected by Linn State Technical College.
- One (1) representative of Missouri's independent colleges and universities, selected by the Independent Colleges and Universities of Missouri
- One (1) representative from the Missouri Association of Faculty Senates, selected by the association
- One (1) representative from the Department of Elementary and Secondary Education, selected by the department
- One (1) member from the K-12 sector at large, selected by the Commissioner of Higher Education upon the recommendation of the Commissioner of Education
- One (1) member from the Missouri School Boards' Association, selected by the association
- The Commissioner of Higher Education, or a designated representative, will sit as an *exofficio* non-voting member of the committee.

The chair must convene the committee at least once a year, and as often as is necessary to perform its functions. The chair is responsible for establishing subcommittees to develop the rules and procedures for meetings and to guide the work of the committee.

The CCA will advise the Commissioner of Higher Education and the Coordinating Board for Higher Education on matters relating to the curriculum and assessment of postsecondary

education in Missouri. The primary purpose of the CCA is to implement and oversee the mandates in SB389 related to curriculum alignment and assessment.

Additionally, the work of the CCA should account for the following:

1. Recommendations of the CCA should be consistent with the assessment efforts required to comply with accreditation criteria for institutions as established by the Higher Learning Commission.
2. Recommendations of the CCA should be consistent with the assessment efforts required for accreditation of professional programs such as engineering (ABET), business (AACSB), medicine (LCME), and law (ABA), among others. Existing assessment practices should be utilized to minimize the amount of additional effort required to meet the goals of assessment.
3. Recommendations of the CCA should connect with and support the efforts required for compliance with the Voluntary System of Accountability.
4. Recommendations for assessment methods should be based on best practices recognized
5. Assessment should be tied to instruction and be particular to each program. It should be recognized that effective assessment can be conducted using a variety of methods; thus, a one-size-fits-all approach is not desirable.
6. The CCA will recommend revisions to CBHE policies as necessary and appropriate to its charge.
7. The CCA will disseminate the CBHE-approved entry-level and exit-level competencies, developed through the Curriculum Alignment Initiative. The CCA will also review and revise entry- and exit-level competencies as necessary.
8. The CCA should 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.

The Commissioner of Higher Education has asked officials of the Missouri Community College Association, the Council on Public Higher Education, Linn State Technical College, the Independent Colleges and Universities of Missouri, the Missouri Association of Faculty Senates, selected by the association, the Department of Elementary and Secondary Education, and the Missouri School Boards' Association to submit the names of their representatives to him by April 15, 2011. The commissioner will select one of the representatives to serve as the committee chair. The chair and MDHE staff will arrange, at

the earliest possible date, a time and place for the CCA to meet to develop the rules and procedures for its meetings and to create a plan of action to guide the committee's work.

The CAS and the LAMP Advisory Council have worked tirelessly to ensure that curriculum alignment and assessment considerations have been at the forefront of discussions aimed at streamlining the P-20 pipeline. The CCA, as a permanent advisory group to the CBHE, is committed to working with secondary and postsecondary administrators and faculty to inform state-level public policy work.