

## Program Review and Assessment Committee

Thursday, March 25, 2004

1:30 to 3:00 p.m., UL 1126

Joyce Mac Kinnon, Chair

Karen Johnson, Vice Chair and Recorder

### AGENDA –

1. Approval of February Minutes.....J. Mac Kinnon
2. High School End-of-Course Assessments ..... M. Wilhelmus
3. PRAC Grants .....E. Sener
4. PULs ..... S. Hamilton

### MINUTES –

**Present:** W. Agbor-Baiyee, D. Appleby, S. Baker, T. Banta, K. Black, P. Boruff-Jones, C. Dobbs, S. Hamilton, M. Hansen, K. Johnson, E. Jones, S. Kahn, L. Kasper, J. Kuczkowski, J. Mac Kinnon, S. Milosevich, K. Morrow, J. Orr, M. Plummer, I. Queiro-Tajalli, K. Rome, E. Sener, J. Smith, C. Souch, E. Udry, C. Yokomoto, and N. Young

The minutes of the February minutes were approved as written.

Trudy Banta introduced our guests: Mike Clippinger, Sharon Dunn, and Mark Magnuson from IVY Tech and Mary Tiede Wilhelmus, Director of Communications, Indiana Department of Education.

Ms. Wilhelmus gave a presentation (see attachment) on the High School End of Course Assessments (ECAs). The ECAs were developed by the Department of Education, the Center for Innovation in Assessment (IU) and the Commission for Higher Education; they are part of Public Law 221 and School Accountability legislation. They were piloted first for Algebra 1 and English 11; an online version was piloted in 2003. The purposes of ECAs are to ensure consistency in quality of Core 40 courses across the state to prepare graduates for the workplace and for postsecondary education, and to provide a more seamless transition from high school to these venues. To be eligible for the top two school performance categories under PL 221, schools must participate. Consequences for students currently are up to the local school corporations. In most cases, it's expected that there will be no consequences for students until it's clear how the tests are working. In addition, Wilhelmus stated that the use of ECAs as college placement tests would be a matter for the faculty of each college and university to decide.

One can download Indiana's P-16 Plan from Indiana's Education Roundtable website:

<http://www.edroundtable.state.in.us>.

The address of the Core 40 ECA Website is <http://www.doe.state.in.us/core40eca>.

The ECA Help Desk can be reached at [eca@doe.state.in.us](mailto:eca@doe.state.in.us).

Erdogan Sener presented the PRAC Grant report. He explained the ranking of the 10 applicants, which considered not only scores for individual proposals, but also the frequencies with which

proposals were chosen as one of the top four proposals. The recommendation, approved unanimously, was to fund proposals submitted by Pamela R. Jeffries, Donna Boland, and Sharon Mc Adams for "The Use of Simulations to Provide Experiential Learning in Nursing Education;" Randi L. Stocker, on behalf of the Capstone Faculty Learning Community, for "Content Analysis of IUPUI Capstone Courses;" Elaine Cooney and Kenneth Reid for "Assessing Civility;" and Charlie Feldhaus for "Assessment Guidelines for OLS Adjunct Faculty." Each of these projects will receive \$2,500. The committee applauded Sener's willingness to take over as chair of this committee and his excellent leadership of it, as well as the careful work done by the Grants Committee and the reviewers.

Sharon Hamilton presented a report on the progress of the effort to revise the Principles of Undergraduate Learning (PULs). PRAC members examined the revised document created by the PRAC PUL subcommittee (chaired by Betty Jones). Hamilton offered two motions to govern further consideration of alterations to the PULs:

**Motion 1:** Modifications and revisions of the Principles of Undergraduate Learning should retain the basic structure and traditions of the Principles established by IUPUI faculty and approved by the Faculty Council while concurrently being responsive to changes in curricula, demographics, campus mission, societal needs, and student needs.

**Motion 2:** The process for modifying and revising the Principles of Undergraduate Learning that was developed by the PRAC Subcommittee chaired by Betty Jones, should proceed as follows:

- A. The Principles of Undergraduate Learning should be revisited at regular intervals of 5-6 years.
- B. Suggestions of needed modifications should be sent to The Office for Integrating Learning (TOIL).
- C. TOIL will bring accumulated suggestions to PRAC at regular intervals of 5-6 years.
- D. TOIL and PRAC should convene a town meeting to publicize and discuss proposed modifications.
- E. TOIL will draft a modified version of the Principles for PRAC to discuss and approve, after discussion with various constituencies.
- F. PRAC and TOIL will take the PRAC-approved modified version to the Academic Affairs Committee of the Faculty Council for action through the faculty governance system.

Both motions were approved unanimously by PRAC members. Accordingly, we will have a town meeting in the fall of 2004, and TOIL will create a draft revision based on all discussions.

Please send written feedback on the PULs, the process, and the suggested changes on the current draft to Sharon Hamilton.

The meeting was adjourned at 3:00 p.m.

Respectfully submitted,

Karen Johnson  
Vice-Chair

# Indiana Core 40 End-of-Course Assessments (ECAs)

IUPUI

Thursday, March 25, 2004

# Today's Presentation

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- History of Core 40/Indiana High School Diplomas
- Purpose of ECAs
- History of ECAs
- Current ECA System
- Spring Schedule
- Future ECA System

# History of Core 40

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- In 1994, the State Board of Education and the Commission for Higher Education adopted the Indiana Core 40 curriculum.
- Indiana high school graduates now have three diploma options: regular diploma, Core 40 diploma, or the Academic Honors Diploma.

# Purpose of ECAs

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- To ensure the quality, consistency, and rigor of Core 40 courses across the state
- To prepare our graduates for the workplace and postsecondary education (college placement exams)
- It is expected that the ECAs will help to provide a more seamless transition from high school to workforce/higher education for all students in Indiana.

# History of ECAs

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- We suspected that there were differences in the way students were being prepared for high school graduation.
- Very few high schools administered cumulative midterms or finals.

## History of ECAs cont.

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- The assessments were developed by the Department of Education, the Center for Innovation in Assessment (IU), and the Commission for Higher Education.
- The first pilots were administered in Algebra I and English 11 Spring 1997. Black Line Masters were available in other Core 40 courses.



## History of ECAs cont.

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- Algebra I and English 11 continued to be piloted.
- The first statewide pilot of Algebra I (paper-and-pencil) and English 11 In 2002 (paper-and-pencil/online).
- In 2003, the pilot was online only.

# Current ECA System

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- The ECAs are part of Public Law 221 and School Accountability.
- This spring, the assessments in Algebra I and English 11 are operational.
- Schools will choose (by content area) to take the test online or to administer paper-and-pencil tests.

# Current ECA System cont.

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- Schools register online
- Schools receive results online
- Schools must participate if they want to be eligible for the top two school performance categories under Public Law 221

# Indiana School Improvement and Performance Categories for Schools Not Meeting AYP Goals

<u>Performance</u>	Exemplary Progress	Commendable Progress	Academic Progress	Academic Watch (Priority)	Academic Probation (High Priority)
≥90%	Exemplary School				
≥80%	≥1%	Commendable School			
≥70%	≥3%	≥2%	≥1%	<1%	
≥60%	≥4%	≥3%	≥2%	<2%	
≥50%	≥5%	≥4%	≥3%	≥0%	<0%
≥40%	≥6%	≥5%	≥4%	≥1%	<1%
<40%		≥6%	≥5%	≥3%	<3%
<u>Improvement from Fall to Fall</u>					

# Spring Schedule

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- This spring, Algebra I and English 11 will be operational.
- Tests are taken in two 45-minute sessions.
- Operational means scores/participation count under Public Law 221.

# Spring Schedule cont.

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- There will be no statewide pilot in any other subject in Spring 2004. Black Line Masters are scheduled to be available in Algebra II, Geometry, Pre-Calculus, English 9 and 10, Biology I, Earth Space Science, Chemistry I, Physics I, Economics, Geography, U.S. History, and U.S. Government.
- Corporation Test Coordinators received information in early February about the Spring 2004 Administration.

# Spring Schedule cont.

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- Schools will choose online or paper-and-pencil for a content area.
- The testing window will be approximately 5-6 weeks, similar to last year. Schools choose a two week window within the larger window to administer ECAs.

# Future of ECAs

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- Last year, the roll-out schedule was posted.
- It is currently being revised.
- We are working hard to make sure that Algebra I and English 11 go well.
- We don't anticipate ECAs in ALL Core 40 courses.



# Future of ECAs cont.

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- We are studying capacity issues.
- Some schools indicate the need for three class periods to complete the practice test and the actual ECA.
- We need feedback from schools as we continue to improve the system.
- Use of students' ECA scores remain local option.

## Future of ECAs cont.

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- Placement decisions based on ECA scores remain option at postsecondary level.
- Placement (not necessarily admissions decisions) for postsecondary education if relevant

# Contact Information

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ECA Help Desk

317-232-9130

[eca@doe.state.in.us](mailto:eca@doe.state.in.us)

Core 40 ECA Web site

<http://www.doe.state.in.us/core40eca>

# Contact Information

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Indiana's Education Roundtable

<http://www.edroundtable.state.in.us>

You can download Indiana's P-16 Plan on the Roundtable Web site. There is also a link to public comment.

# DISCUSSION DRAFT

## Indiana University Responding to Goal 6: Measuring Student Learning Indiana's Framework for Policy and Planning Development In Higher Education

**Background:** In November 2003, the Indiana Commission on Higher Education adopted "Indiana's Framework for Policy and Planning Development in Higher Education." In the interim, ICHE has asked institutions to respond to each of the six goals of the Framework. Under the direction of the Senior Vice President for Academic Affairs, the Academic Leadership Council will develop a coordinated University response to "Goal 6: Measuring Student Learning" on behalf of IU's seven campuses. Recognizing the mission differentiation and variations in stages of implementing learning assessment, the IU response will be a single, coordinated framework with guiding principles across all campuses. Under the auspices of the Academic Leadership Council, the IU individual campus responses will be coordinated to ensure that the overarching principles are observed while allowing flexibility and encouraging innovation. Although ICHE has asked for a response by August 1, 2004, IU will develop its substantive plans over the next year but file a preliminary report with ICHE by August 1.

**Principles:** Each campus is to develop a specific plan of action with regard to each of the principles noted below:

1. Each campus of Indiana University has an explicit statement of learning goals for all baccalaureate students across all degree programs. This statement should be a public document that is understood by faculty, staff, students, and the general public, and it should reflect the history, values, and mission of the campus.
2. Appropriate, clearly stated learning goals are set by faculty at the individual course level, at the school (division) level for majors, and at the campus level for general education.
3. Each campus has defined opportunities for students to participate in a diverse array of engaging learning experiences that are aligned with expected learning goals and designed by faculty in accord with effective educational practices.
4. The campus statement of learning goals has set forth how evidence on the attainment of each learning goal will be collected for individual students at the course, major and degree levels and that can be reported for all baccalaureate graduates collectively as a measure of continuing institutional improvement.
5. The campus plan for assessing individual student achievement: (a) takes into account student preparation for learning upon matriculation (and is aligned

- with high school graduation); (b) accommodates transfer students; and (c) assesses the integration of learning at the program and degree levels.
6. The campus has developed multiple means of directly and indirectly assessing student learning and has established common standards or rubrics for ascertaining and documenting each student's level of attainment of expected learning goals. (These may include such indirect measures of student engagement as NSSE and other surveys and such direct measures as pass rates in appropriate licensure examinations, third-party validation, student projects, and electronic student portfolios.)
  7. Public descriptions of what students are expected to know and do as a result of completing a baccalaureate degree on each campus reflect consensus of faculty across the campus.
  8. Each campus has aligned administrative structures and practices to promote student learning, specifically including the coordination of assessment of learning with teaching.
  9. Each campus has a plan to benchmark its assessments to appropriate peer reference groups and use information about student learning and success to improve continuously the environment for learning.

**Processes:** Indiana University is committed to developing consensus on broad principles across all of the campuses and to engaging in continuous improvement by sharing resources, innovations, and practices. Among the innovations to be explored collectively are: alignment of high school graduation expectations for college matriculation through pre-college programs; use of NSSE data to define common characteristics across the University and the opportunities for improving the student experience; the use of electronic student portfolios; the use of pass rates in professional licensure examinations; and other practices as may be determined. In each of these areas, campuses will be invited to name representatives to a program committee that will consider existing experiences and assets and define objectives that might be shared by two or more campuses.

**Timeline:** The program committees will work during the 2004-05 year and make a preliminary report to the Academic Leadership Council by July 2004; several initiatives should be planned to occur during the fall and spring, including a conference on the use of student electronic portfolios, a plan to use comparative data from NSSE, and coordination with transfer institutions (e.g., Ivy Tech) on learning goals that can be aligned. The program committees will make their final reports in April 2005.

Each campus will prepare a report on its planned activities for 2004-05 that will explain in detail how it will address each of the nine principles. This report will be filed with the Academic Leadership Council by August 15, 2004. The final report of actions taken to establish an implementation plan to address the principles will be filed with the Academic Leadership Council by May 2005. The Senior Vice President for Academic Affairs will review the campus plans and the work of the program committees, asking for any revisions or changes that may be necessary, in order to prepare a report to the Trustees and ICHE by early fall 2005.

