

Public Policy Framework

Attendees discussed long-term public policy goals / formulation for the Consortium.

- Is there a void in state public policy regarding assessment?
- Is there a threat of state or federal action in the absence of an institutionally-developed state level policy on assessment?
- What form would a proposed policy take?
- In what venue (and by whom) should policy be constructed?
- Are consortium members interested in a continuing conversation about public policy framework for assessment in Missouri?
- MVASL has natural visibility through regular reports to the CBHE
- Important to project “correct image” of assessment including, but not limited to CLA
- Promote viewpoint that assessment supports, but isn’t driven by accountability
- Showcase / publicize variety of assessment, and focus on integrity of current assessment systems
- Cooperate in implementation of K-16 identification database led by DESE; capture the K12 student ID
 - Cooperate with independent sector to build data
 - Design database for future growth
 - Cooperate in evaluating K-12 based on preparation for higher education / workforce entry
 - Contextualize data with focus on fairness to contributing districts / institutions
 - Inventory our assets regarding student / assessment tracking
 - Researchers are using information tied to ID to examine systems / patterns, not individual students
 - Support incoming student placement / developmental education needs (may use individual student data)
- Recognize difficulty in demonstrating unity in state-level policy
- Remain informed on conversations regarding state funding
- Balance desire to develop consensus horizontally before moving vertically with need to move quickly to avoid simply inheriting K-12 systems
- Collect resources on reading and learning to frame the discussion
- Remain focused on value-added as well as validity in measurement
- Define education as a more continuous process
- Incorporate pre- and post- assessments of skills in general education; establish reliable baselines for individual students
- Redefine adequacy as preparation for the workforce in order to make the case for higher education
- Context of implementation of CLA has been as a way to inform public policy
- Participation has been authorized by Presidents; how should purpose / future of Consortium evolve?
- Policy requires infrastructure, i.e. data collection – attendees will need to discuss the analysis / dissemination of information
- Institutions should have opportunity to present information in the most positive light; be aware of how data will be publicized
- Could/should Consortium draft a proactive professional statement which reflects diversity of institutions and approaches; would this carry more weight / create momentum with policymakers?
- Is working on state-level policy premature before we’ve learned what information has come from the CLA?
- Can the CLA lead to a more transparent conversation among institutions regarding assessment / learning gains?
- How can steps be defined to track progress toward statewide policy development? There must be previous models / timelines
- Policy must reflect tensions between unified approaches and protection of decentralized approaches
- Policy development could/should begin with wide discussions, then narrow to a specific draft, which would then draw in participants / reactions.

- Should assessment be primarily focused in general education, gen ed, or directed at other goals / outcomes?
- Assessment should move teaching and learning, measure objectives and the individual value of higher education, communicate publicly
- Assessment policy must value specific language / define components of the prospective policy. Be considering these to focus the next meeting
- Policy conceptualization is still possible in times of financial constraint; continue focus on assessment / policy not merely as an add-on
- Use MDHE to coordinate reactions / reflections from and to the group
- How should the Consortium interact with non-member institutions?
- Should a leadership subgroup be formed to foster greater integration with MAC