

# CORE 40 END-OF-COURSE ASSESSMENTS

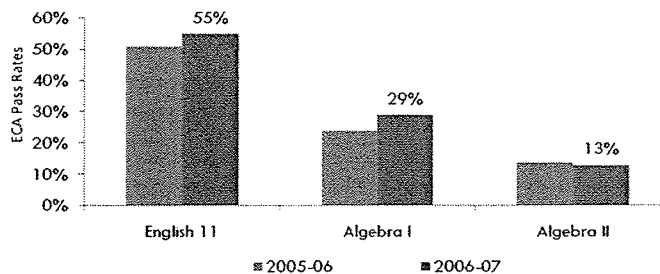
Stan Jones, Commissioner for Higher Education

**College access without the preparation necessary to succeed is not true college opportunity...**

**Expectations of the workforce and college have converged...**

## College Preparation

Results from Indiana End-of-Course Assessments and Pilot College Readiness Indicator



### □ Pilot College Readiness Indicator

Participating high school students completing Algebra II course:

- 5% Would place in college-level math
- 95% Were not proficient in Algebra II
- 57% Were not proficient in Algebra I

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## First Year of College

Setting students up for college success

Without a solid high school academic foundation, students are not prepared to succeed at the college-level...

- **28%** of college students take a remedial math or English course or both
- **76%** of remedial reading students and **63%** of remedial math do not complete a college degree
- **35%** of students at a public university receive low grades (D or F) in or withdrawal from their 1st college-level math course

Source: Indiana Commission for Higher Education

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### First Year of College

Percent of entering students (**2006 Indiana high school graduates**) enrolled in at least one remedial course, 2006-07

Campus	% Remedial	% Not Remedial
Indiana State University	6%	94%
IUPUI	16%	84%
University of Southern Indiana	25%	75%
IU-East	38%	62%
IU-Kokomo	15%	85%
IU-Northwest	20%	80%
IU-South Bend	25%	75%
IU-Southeast	32%	68%
PU-Calumet	31%	69%
IPFW	38%	62%

Source: Indiana Commission for Higher Education, SIS, 2006-07. Note: PU-North Central has remediation, but does not report it at this time.

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### First Year of College

Percent of entering students (**2006 Indiana high school graduates**) enrolled in at least one remedial course, 2006-07

Campus	% Remedial	% Not Remedial
Ivy Tech Community College of Indiana	68%	32%
Vincennes University	52%	48%
Four-year Campus (not including IU and PU regional campuses) Total	4%	96%
Four-year IU and PU Regional Campus Total	31%	69%
Two-Year Campus Total	65%	35%
State Total	29%	71%

Source: Indiana Commission for Higher Education, SIS, 2006-07

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## First Year of College

Fall 2005 Math Enrollment and D,F,W, Grades at One Selective Indiana Four-Year University

Math Category	D Grades		F Grades		W Grades		TOTAL HCT
	HCT	% of Total	HCT	% of Total	HCT	% of Total	
Remedial	0	0.0%	57	8.1%	119	16.8%	707
Algebra	7	4.7%	5	3.4%	27	18.2%	148
Pre-calculus	91	10.6%	70	8.1%	241	28.0%	861
Calculus	210	6.9%	180	5.9%	706	23.2%	3,046
<b>Total</b>	<b>308</b>	<b>6.5%</b>	<b>312</b>	<b>6.6%</b>	<b>1,093</b>	<b>23.0%</b>	<b>4,762</b>

Source: Indiana Commission for Higher Education

## Core 40 End-of-Course Assessments

<p>□ Statewide administration of:</p> <ul style="list-style-type: none"> <li>□ Algebra I</li> <li>□ Algebra II</li> <li>□ English 11</li> <li>□ Biology I</li> </ul> <p>□ Pilot tests conducted for:</p> <ul style="list-style-type: none"> <li>□ U.S. History</li> </ul>
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## Core 40 End-of-Course Assessments (ECAs)

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- Development by higher education/K-12 began in 1997 focused on helping schools **ensure quality, consistency and rigor in Core 40 courses** – (voluntary for schools to administer).
- Algebra I, English 11 **operational since 2003-04**.
- Algebra I and English 10 ECAs become Indiana's Graduation Qualify Exam 2009.

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

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- Development, experimentation and piloting continues with multiple-goals:
  - ensuring student knowledge of Core 40 academic standards;
  - **sending understandable and dependable signals** of whether or not a student is on track with **college readiness**; and
  - **using the senior year** to correct any academic deficiencies.
- CHE's "Reaching Higher" calls for **defining of common college readiness metric** (assessment and passing score range) that will be **used consistently to determine if students are ready to start credit-bearing coursework** – and also used to determine remediation needs.

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