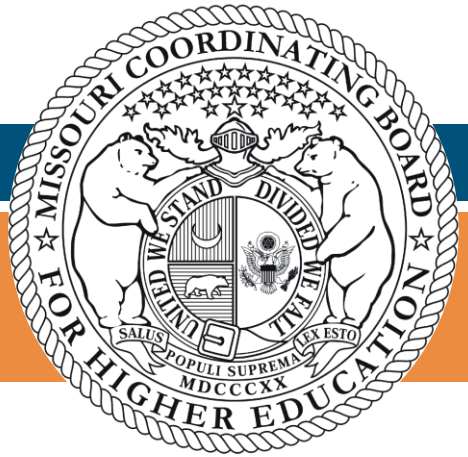
Coordinating Board for Higher Education Public Meeting

Coordinating Board for Higher Education
December 11, 2019

General Business



Coordinating Board for Higher Education

December 11, 2019

Call to Order
Roll Call
Determination of Quorum

General Business

Coordinating Board for Higher Education
December 11, 2019

New Board Member

Mr. Dudley W. McCarter

2nd Congressional District

St. Louis

Term began September 18, 2019

Term expires June 27, 2022

General Business

Coordinating Board for Higher Education

December 11, 2019

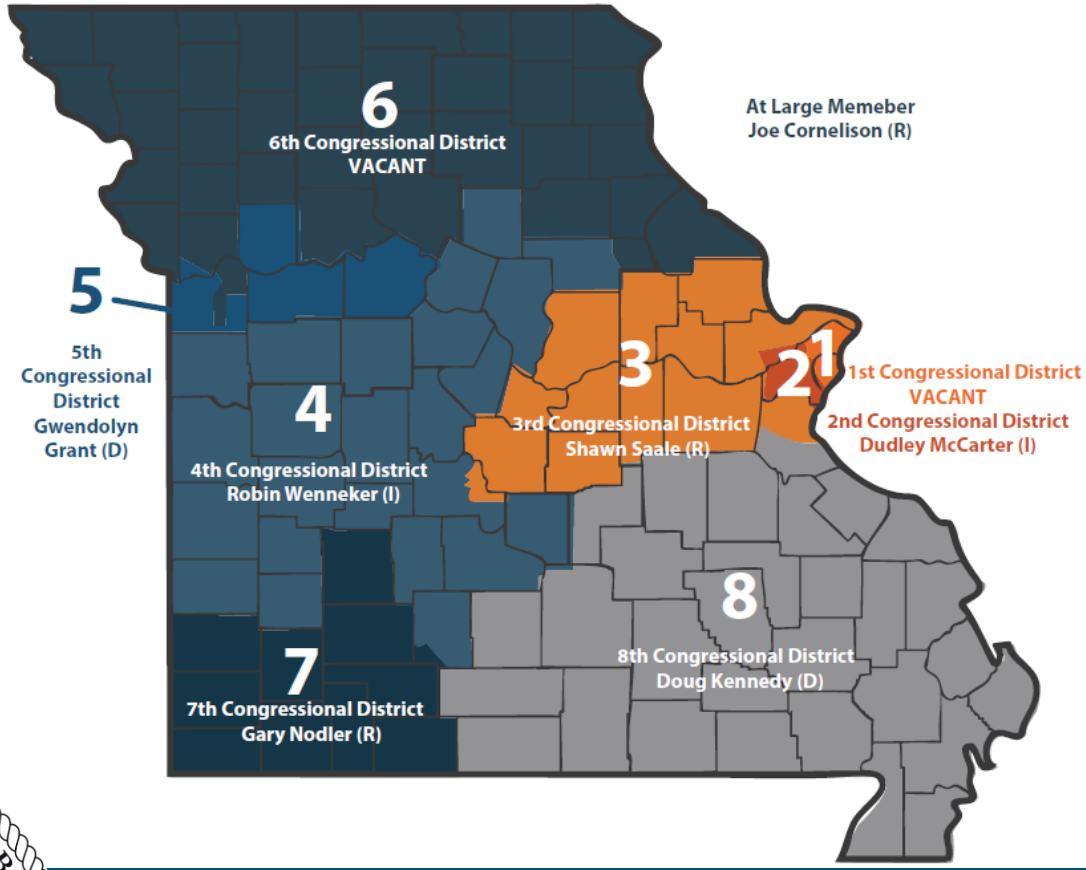
Departing Board Member

Mr. Mike Thomson
6th Congressional District
Maryville
Term began April 1, 2016

General Business

Coordinating Board for Higher Education
December 11, 2019

CBHE Members by District



General Business

Coordinating Board for Higher Education

December 11, 2019

Review and Approve Agenda

Action Item

General Business

Coordinating Board for Higher Education
December 11, 2019

Review and Approve Consent Agenda

Action Item

General Business

Coordinating Board for Higher Education
December 11, 2019

Election of 2020 CBHE Officers

Kristin Stokely
General Counsel

Action Item

Coordinating Board for Higher Education
December 11, 2019

Current CBHE Officers

Chair

Doug Kennedy

Vice Chair

Mike Thomson

Secretary

Joe Cornelison

CBHE Nominating Committee Nominations

Nominating Committee

- Mike Thomson
- Shawn Saale
- Joe Cornelison

Nominations

- Chair: Doug Kennedy
- Vice Chair: Joe Cornelison
- Secretary: Shawn Saale

Additional nominations from the floor are welcome.

Recommendations

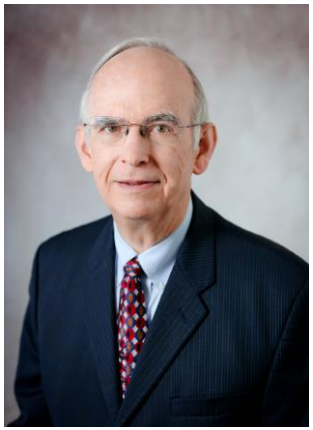
Staff recommend that the Coordinating Board vote on authorizing Doug Kennedy to serve a third term as chair pursuant to Article III, Section 2 of the bylaws.

Staff recommend that the Coordinating Board conduct a vote on the CBHE officer nominations.

2020 CBHE Officers

Chair
Doug Kennedy

Vice Chair
Joe Cornelison



Secretary
Shawn Saale

Terms begin at the close of this meeting – officers shall serve for a period of one year and until their successors are elected and qualified.

2020 CBHE Committee Chairs

Academic Affairs & Workforce Needs Chair
Gwen Grant

Budget & Financial Aid Chair
Gary Nodler

Audit Chair
Joe Cornelison

Strategic Planning & External Affairs Chair
Shawn Saale

Terms begin at the close of this meeting – chairs shall serve for a period of one year.

Ethics & Conflict of Interest and CBHE Bylaw Amendment

Kristin Stokely

General Counsel

Questions, Comments, or Concerns?

2020 & 2021 Meeting Dates

2020

March 3-4, 2020
June 2-3, 2020
September 8-9, 2020
December 8-9, 2020

January 21, 2020
April 21, 2020
July 21, 2020
October 20, 2020

2021

March 2-3, 2021
June 15-16, 2021
September 14-15, 2021
December 7-8, 2021

January 19, 2021
April 20, 2021
July 20, 2021
October 19, 2021

June 2020 CBHE Meeting Location
University of Missouri – St. Louis

General Business Tab 5

Coordinating Board for Higher Education
December 11, 2019

Report of the Commissioner

Zora Mulligan

Commissioner of Higher Education

Coordinating Board for Higher Education

December 11, 2019

Convening National and State Leaders

Department summits focus on strategic initiatives

CLEO Summit
September 26, 2019

Equity in Higher Education Hack-a-thon & Summit
October 29-30, 2019

Apprenticeship Missouri Summit
November 12, 2019

The Big Move

Shuffling spaces and adjusting to new places

Celebrating 100 Days of DHEWD

Staff commemorated a departmental milestone on December 5

Report of the Commissioner

Coordinating Board for Higher Education

December 11, 2019

2020 Strategic Priorities

Zora Mulligan

Commissioner of Higher Education

Action Item

Coordinating Board for Higher Education

December 11, 2019

Strategic Planning Placemats

Placemats are a tool for program structure that support focused implementation and clear communication.

Level 1: Aspiration	▪ The transformation "headline" – the "why" and the "what" ▪ Stays mostly unchanged throughout the transformation
Level 2: Themes	▪ "Chapters" in the transformation story ▪ Broad themes of where we will focus ▪ Typically valid for 2-3 years of the transformation...sometimes longer
Level 3: initiatives	▪ Specific initiatives that transform Level 1 and Level 2 into a reality for the organization ▪ Each initiative should have a "charter" that defines accountable leader, objective, resources required, implementation plan with milestones, and measures of success ▪ Initiatives need to be monitored and managed on a regular basis to ensure that they remain on track or are adapted as needed to deliver impact ▪ Usually completed in 1 year or less
Measures	▪ Metrics to assess whether organization is doing the right things, doing them the right way, and, thereby, delivering the right outcomes

2020 Strategic Priorities

We are focused on five things…

1. Raise **AWARENESS** of options
2. Help more Missourians **GET ON A PATH**
3. Increase quality **ATTAINMENT** of skills and education
4. Make DHEWD the **BEST PLACE TO WORK**
5. Drive **PERFORMANCE AND OUTCOMES**

DEPARTMENT OF HIGHER EDUCATION & WORKFORCE DEVELOPMENT

2020 DRAFT PLACEMAT (Overall Department)

ASPIRATION

EVERY MISSOURIAN EMPOWERED WITH THE SKILLS AND EDUCATION NEEDED FOR SUCCESS.

THEMES	RAISE AWARENESS OF OPTIONS	HELP MORE MISSOURIANS GET ON A PATH	INCREASE QUALITY ATTAINMENT	MAKE DHEWD THE BEST PLACE TO WORK	DRIVE PERFORMANCE AND OUTCOMES
INITIATIVES	**LAUNCH BIG GOAL AWARENESS CAMPAIGN** (1) Promote 60% attainment goal and Five to Thrive postsecondary paths (new marketing materials, and digital and road campaign) (2) Partner with college public information officers to promote Missouri higher education **INCREASE AWARENESS OF RESOURCES TO PLAN CAREER AND POSTSECONDARY PATH** (3) Launch Phase 1 of job center marketing strategy (understand customers, services, and brand awareness) (4) Integrate and redesign DHEWD website; develop plan for MERIC and jobs.mo.gov websites	**INCREASE HIGH SCHOOL MATRICULATION TO POST-SECONDARY EDUCATION** (5) Expand Journey to College program outreach to K-8 and adult high schools **INCREASE OUT-OF-SCHOOL MISSOURIANS IN POSTSECONDARY EDUCATION** (6) Develop strategy for job centers and partnerships (7) Develop strategy to improve WIOA performance **ENSURE AFFORDABILITY** (8) Benchmark best practices to increase FAFSA filing and begin implementation (9) Complete roll-out and implementation of Fast Track as funding for adult education	**BETTER ALIGN POSTSECONDARY EDUCATION WITH WORKFORCE NEEDS** (10) Expand delivery of industry recognized credentials (11) Expand apprenticeship and work-based learning program options and launch Apprenticeship Connect portal **DECREASE BARRIERS** (12) Develop credential strategy for modern students (e.g. military transfer equivalency, adult learners, etc.) (13) Study, implement, and convene individuals around equity strategies (14) Advocate for resources to expand access to dual credit	**INSPIRE TEAMS BY CONNECTING THEM TO MISSION AND VALUES** (15) Connect staff to their role in DHEWD's mission (16) Develop and connect team members to organizational values **ENSURE ALL STAFF HAVE OPPORTUNITIES TO LEARN AND GROW** (17) Standardize onboarding for all new DHEWD employees (18) Establish professional development and training plans for all employees **CREATE ONE-TEAM CULTURE** (19) Establish Best Place to Work committee and fun/social events calendar (20) Implement rewards and recognition program	**USE FORWARD-LOOKING INSIGHTS TO DRIVE DECISIONS** (21) Improve workforce dat systems and quality (22) Design service model t provide analytical support internally and to partners **PROACTIVELY TRACK AND MANAGE PERFORMANCE** (23) Develop performance management metric dashboards for education and public workforce syste (24) Launch regular organizational health surve and dashboard (25) Introduce project management tool and initiatives dashboard **IMPROVE MANAGEMENT OF FINANCIAL RESOURCES** (26) Overhaul fiscal and budget structure and processes

Recommendation

Staff recommend that the Coordinating Board approve the 2020 strategic placemat, direct staff to proceed, and request regular updates on progress.

Apprenticeship Missouri

Mardy Leathers
Office of Workforce Development

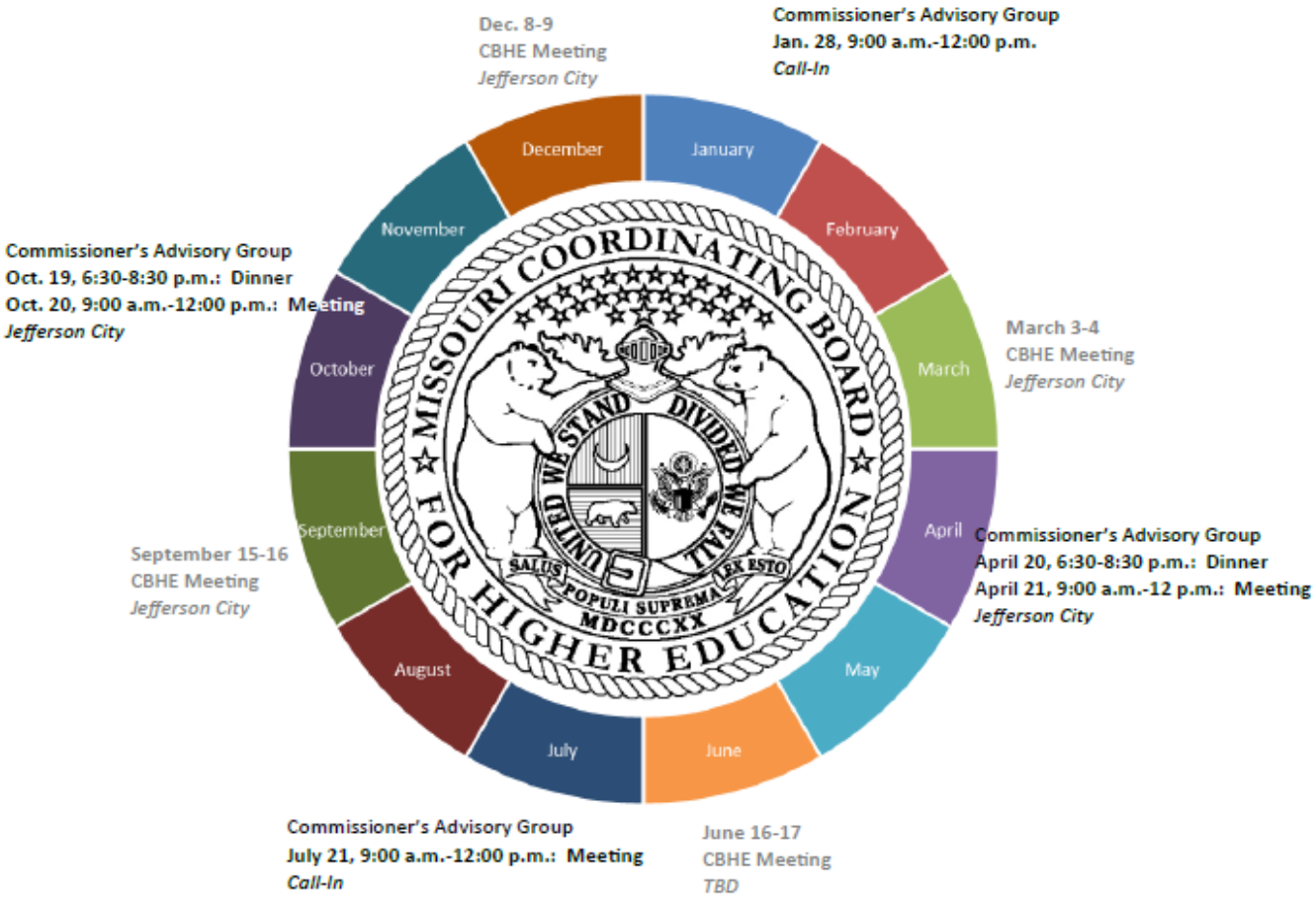
Jordan Williams
Missouri Community College Association

Rose Windmiller
Washington University

Report of the Commissioner

Coordinating Board for Higher Education
December 11, 2019

2020 Commissioner's Advisory Group Members and Meeting Dates

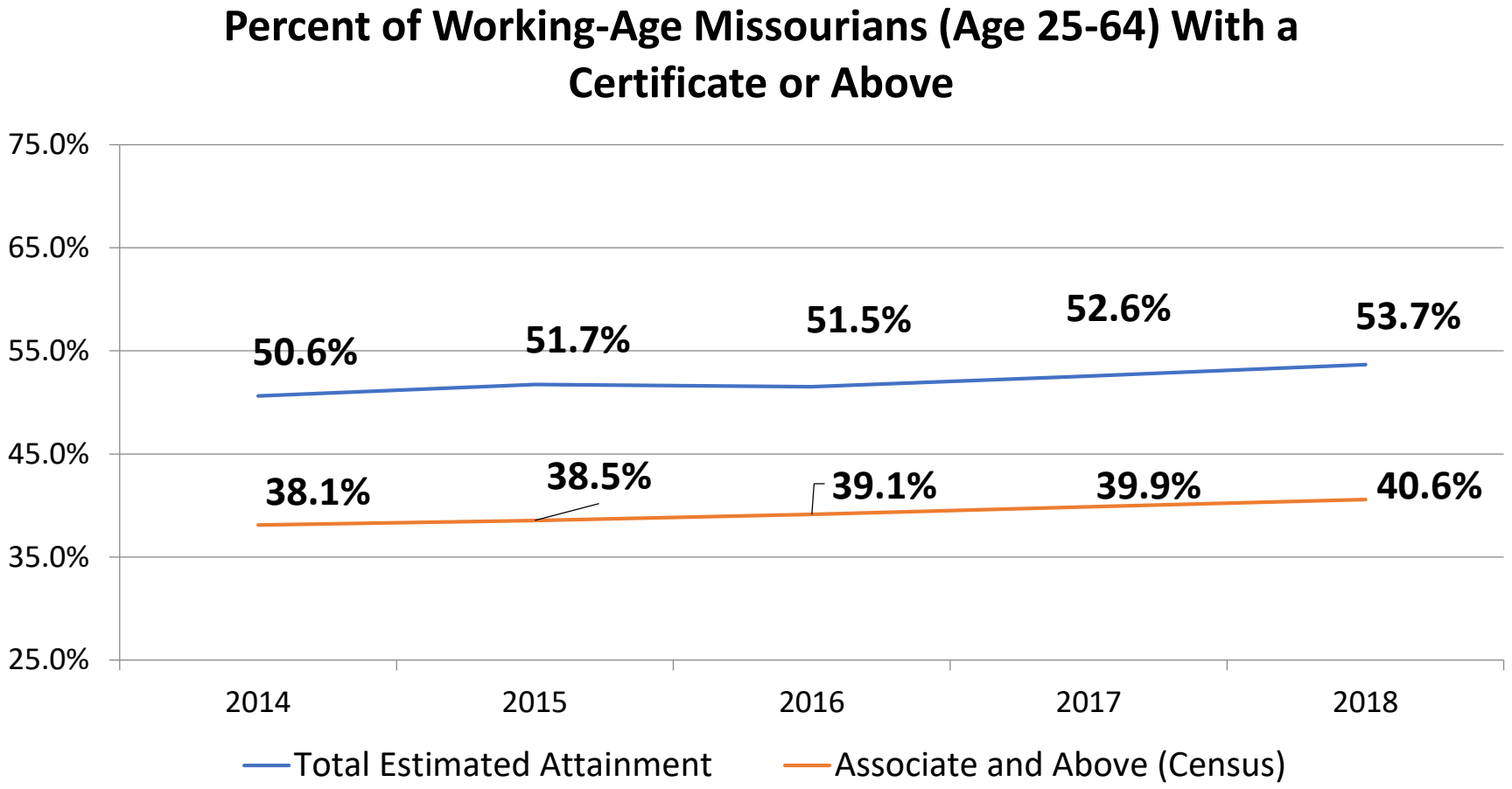


2019 Annual Report

Coordinating Board for Higher Education

December 11, 2019

“Big Goal” Check-In



Questions, Comments, or Concerns?

Overview 2020 Census

Presented by:
John Shikles, Missouri Governor's Office
Matt Hesser, State Demographer
December 3, 2019

2020 MISSOURI CENSUS

The goal of the 2020 Census is to **count everyone once, only once and in the right place.**

Why is Census 2020 So Important to Missouri?

- Federal Funding
  - A sizable portion of federal distributions are tied to data derived from the Census.
  - For each home missed, $5,760 per year in taxpayer dollars may not come back to the state
    - **100 Homes missed = $5,760,287 over the decade**
- Congressional Reapportionment
  - MO is not expected to either gain or loose a seat
- State Reapportionment
  - Census counts drive the redrawing of district lines
- It is Required by the U.S. Constitution

Why is Census 2020 So Important to Missouri?

Federal Assistance to Missouri Based on Decennial Census Counts

Computed from "Counting for Dollars 2020 " - The George Washington Institute of Public Policy - January 30, 2019

Federal Program Obligations in FY 16	$16,463,820,510
FY 16 Per Capita Obligations (calculated)	$2,703
2016 Estimate of Total Persons	6,091,176
2016 Estimate of Persons in Housing Units	5,917,603
2016 Estimate of Housing Units	2,776,714
Persons per Household	2.1
Lost Federal Assistance based upon a 1% Omission	
1% of Housing Units (Residential Addresses)	27,767
1% of Persons	60,912
Anticipated Lost Federal Expenditures Per Year	$164,638,205
Anticipated Lost Federal Expenditures for the Decade*	$1,646,382,051

Note* Unadjusted FY16 dollars

Data sources: Counting for Dollars 2020, The Role of the Decennial Census in the Geographic Distribution of Federal Funds, Andrew Reamer, Research Professor, The George Washington University, January 30, 2019; U.S. Census Bureau, 2017 Population Estimates-Tables PEPANNRES & PEPANNHU; U.S. Census Bureau, 2016 American Community Survey 1-Year Estimates-Table B25008.

MISSOURI CENSUS 2020

Why is the Census so Important to Higher Education?

- Federal student loans
- Federal research grants
- Campus funding
- Campus improvements, including labs, buildings, and classrooms
- Health and social services
- Federal legislation
- Students' careers- many professionals are heavily dependent on federal funding (e.g. medicine, social work, nursing, science, research or public health)

Missouri
2020 Complete Count Committee

- Governor Parson created the Committee with EO 18-12 on December 18, 2018
- A grass-roots outreach campaign targeting hard to count populations
- $500,000 appropriated for the outreach campaign for FY 2020
- Cities, counties, and civic organizations can also create their own local CCCs

MISSOURI CENSUS 2020

Vision

Perform all efforts possible to ensure an accurate and timely count of all persons living in Missouri in order to secure federal funding and fair representation for all Missourians over the next decade.

Goal

Achieve a statewide self-response rate in the top 20 states by May 31, 2020.

Strategies

1. *Identify Missouri's Hard to Count Areas and Populations*
2. *Perform Grassroots Level Outreach through Strategic Partnerships and Enhanced Digital Access*
3. *Target Hard to Count Populations with an Inclusive Marketing Brand*
4. *Enhance and Extend Federal and Local Efforts*

Hard-to-Count College Student Demographics

- Young adults between the ages of 18 and 24
- low-income students
- recent immigrants (and international students)
- Non-English speakers
- Ethnic minorities
- homeless or lack stable housing
- Students living off campus
- Students living off campus with their families
- Students living on campus

Launching a Campaign on Your Campus

- Inventory the hard-to-count groups on your campus
- Identify how to reach your students
- Identify what types of outreach will work best on your campus
- Involve instructors, student services, student organizations, student affairs and athletics
- Develop an action plan

Participation is Easy

- Census Form
  - 10 Quick Questions!
- Online participation
  - For the first time ever

MISSOURI CENSUS 2020

Dates to Remember

Fall 2019	Launch awareness campaigns, including modules taught as part of college curriculum
January – March 2020	Promote that the Census is coming with specific campaigns about Census Day and the ability to complete the survey online through July 31, 2020!
Starting February 3, 2020	**U.S. Census Bureau launches "Group Quarter Advance Contact" with colleges and universities**
Starting March 12, 2020	**U.S. Census Bureau mails households cards with a PIN # to be used for filling out the census form, including students' residences**
March 30 – April 1, 2020	U.S. Census Bureau conducts service-based enumeration. This is the U.S. Census Bureau's operation that works with shelters and other organizations that serve people experiencing homelessness.

April 1, 2020	**Census Day**
March 12 – May 12, 2020	U.S. Census Bureau launches internet link for individuals to complete the Census Survey online
April 2, 2020	**U.S. Census Bureau begins efforts to count students living in dorms and other group quarters, referred to as Group Quarters enumeration**
May 13, 2020	U.S. Census Bureau begins to follow up with individuals who have not responded
July 31, 2020	Last day to self-respond to complete the Census
December 31, 2020	U.S. Census Bureau delivers apportionment counts to the President
March 31, 2021	U.S. Census Bureau completes delivery of the Redistricting Summary Files to all states

Resources for Higher Education

- Your state and local Complete Count Committees
- Social Media: @MoCensus
- Missouri Department of Higher Education and Workforce Development
- U.S. Census Bureau Community Outreach Tool Kit
- 2020 Census Higher Education Toolkits

MISSOURI CENSUS 2020

Contacts

John Shikles

Director of 2020 Census Operations

census@oa.mo.gov

Matt Hesser

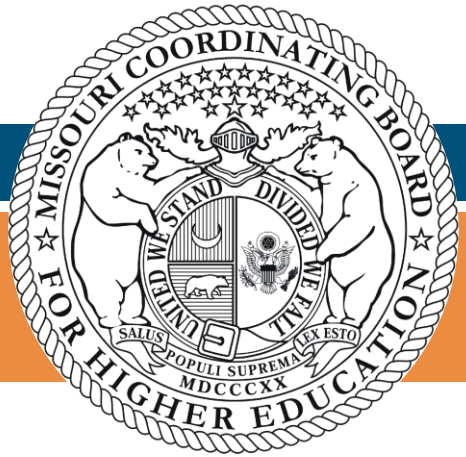
State Demographer

Matt.Hesser@oa.mo.gov

QUESTIONS

MISSOURI
CENSUS 2020

Presidential Advisory Committee



Coordinating Board for Higher Education

December 11, 2019

Implementation of New Laws

Kristin Stokely
General Counsel

New Laws

- SB 68 – Fast Track
- HB 604 – School Turnaround Act (A+)
- SB 306 – Military Families
  - Veteran's Survivor Grant
  - Returning Hero's Act
  - Military Dependents In-State Tuition

SB 68 – Fast Track

- Statutory Authority - § 173.2553-.2554;
- Creates Fast Track program;
- DHEWD staff are:
  - Finalizing rulemaking;
  - Reviewing applications; and
  - Preparing to make awards.

HB 604 – School Turnaround Act

- Statutory Authority - § 160.545, RSMo.;
- Modifies A+ provisions;
- DHEWD staff:
  - Filed rulemaking with SOS;
  - Requested funding in budget request; and
  - Are working with legislature to implement changes despite drafting issues.

SB 306 – Military Families

- SB 306 – Military Families
  - Veteran's Survivor Grant - § 173.234
  - Returning Hero's Act - § 173.900
  - Military Dependents In-State Tuition - § 173.1155

- Changes do not require DHEWD staff action;

- DHEWD staff have updated online guidance and are assisting schools as questions arise.

Questions, Comments, or Concerns?

2020 Legislative Preview

Gerren McHam
Special Assistant for External Relations

Coordinating Board for Higher Education
December 11, 2019

Background

- The Second Regular Session of the 100th General Assembly will begin on January 8, 2020.
- Pre-filing of legislation began on Monday, December 2. Policies impacting higher education will be a topic of considerable interest to legislative leaders.
- The Department of Higher Education and Workforce will continue its efforts to promote its FY2021 budgetary priorities.

2020 Legislative Preview Panel

Paul Wagner
Council on Public Higher Education

Brian Millner
Missouri Community College Association

Bill Gamble
Gamble & Schlemeier

David Jackson
Gamble & Schlemeier

Questions, Comments, or Concerns?

Strategic Planning and External Affairs Committee

Coordinating Board for Higher Education
December 11, 2019

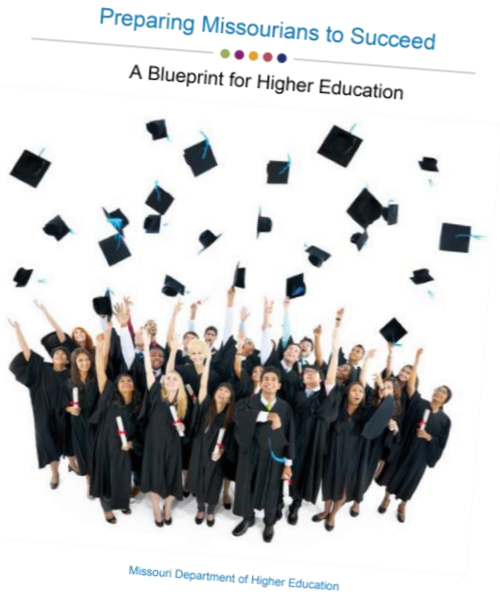
Enhanced Student Portal and new Student Workspace

Becky Dunn
Assistant Commissioner for Strategic Communications & Outreach

Coordinating Board for Higher Education
December 11, 2019

Enhancement and new features driven by strategy and legislation

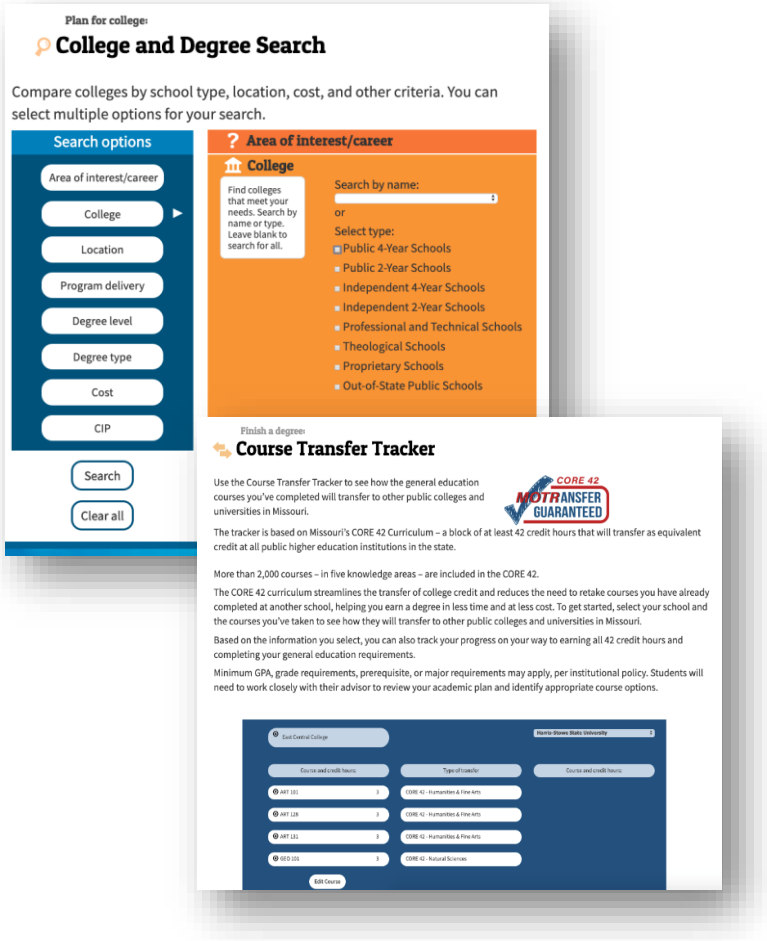
- Blueprint for Higher Education – Affordability Goal
- Legislation signed into law in 2016
- Funding appropriated in FY 2018 and FY 2019



Website provides information about planning and paying for college

Enhancement includes interactive features

- College and Degree Search
- Course Transfer Tracker
- State Financial Aid Portal
- Student Workspace



Video tutorial demonstrates Student Portal

Video tutorial demonstrates Student Workspace

Questions, Comments, or Concerns?

Budget and Financial Aid Committee

Coordinating Board for Higher Education
December 11, 2019

Certification of Performance on Performance Measures

Jeremy Kintzel
Education Research Director

Action Item

Coordinating Board for Higher Education
December 11, 2019

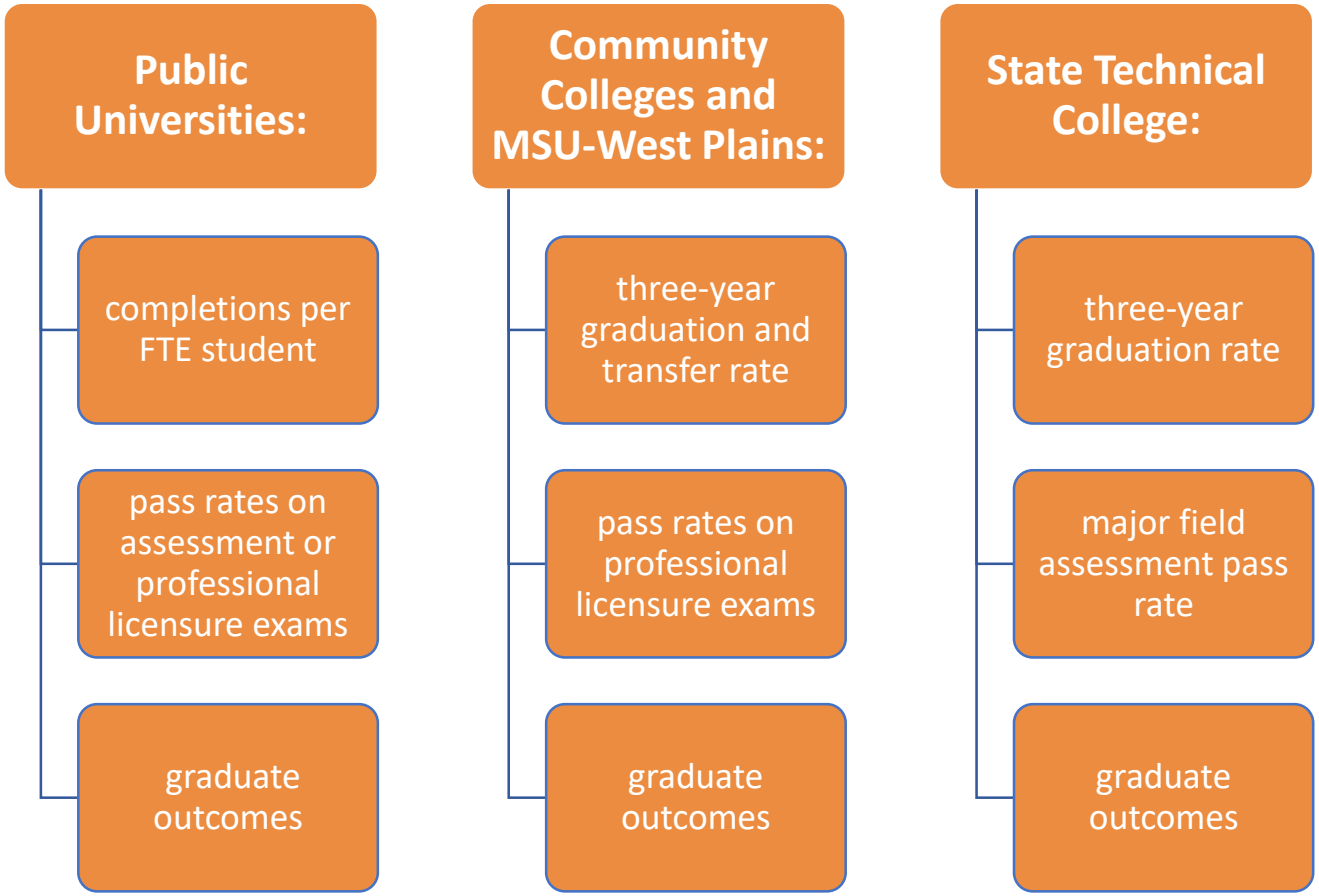
Performance Funding Framework

- Six sector-specific measures per institution, with focus on student success, institutional efficiency, and affordability
- Performance funding in statute since 2014, but specific measures can change with CBHE approval
- Five measures collected in Oct.-Nov., and one (graduate outcomes) collected in Dec.-Jan. and certified in January

Performance Funding Framework

- Measures collected in their current form since 2017, following last performance funding task force
- Three priority measures identified for recommended funding, as for FY 2020
- Performance funding last appropriated and disbursed in FY 2016 (FY 2017 was restricted)

Priority Measures



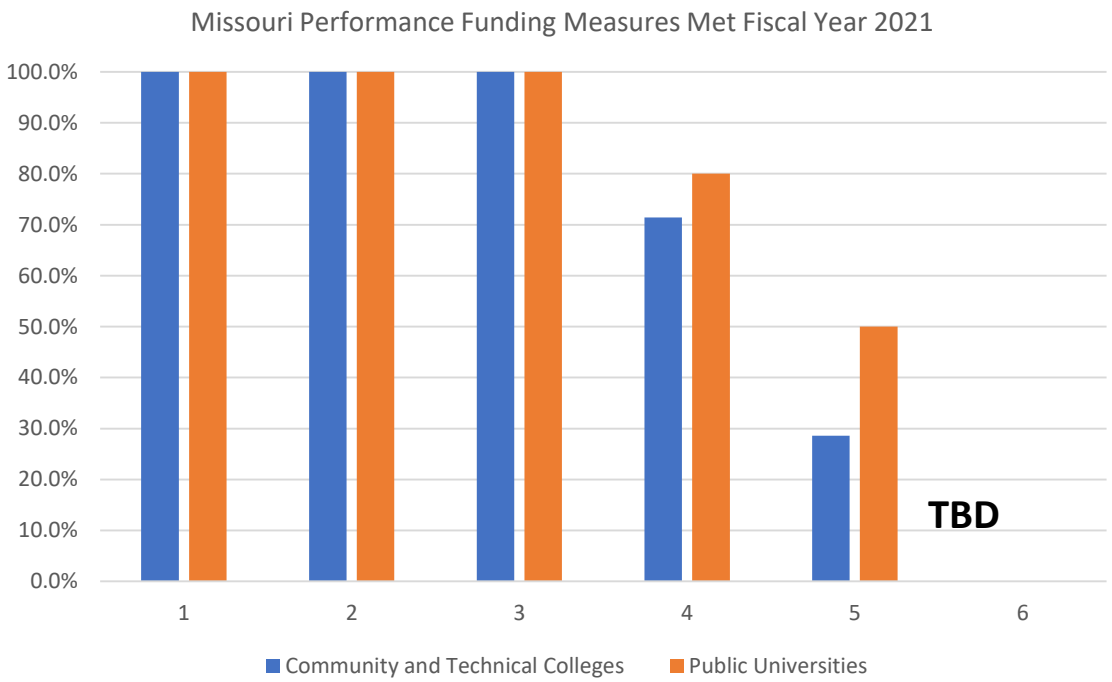
Waiver Requested

- ACT discontinued its general education assessment instrument (the CAAP) at mid-year in FY 2018
- Lincoln University began using new measure (ETS Proficiency Profile) for spring 2018
- DHEWD staff allowed Lincoln to report comparing fall 2017 ACT results to past years last year
- Lincoln now requesting to compare year-to-year results for spring 2018 to FY 2019

Waiver Requested

- Y2Y improvement normally reserved for institutions that didn't make their measure in the prior year
- Here, Y2Y improvement appropriate for "apples-to-apples" comparison, and given that Lincoln did not choose to change assessments
- The Commissioner recommends granting the waiver

Performance Summary



Priority Measures:

- 24 institutions met at least one measure (100 percent)
- 21 institutions met two measures (88 percent)
- Graduate Outcomes TBD

Recommendation

Staff recommend that the Coordinating Board approve and certify performance measures as reported by the institutions and summarized in the attachment. Results will be shared with the state Office of Budget and Planning, and results for the final graduate outcomes measure will be certified at the January teleconference.

Institutional Eligibility to Participate in State Student Financial Assistance Programs

Leroy Wade
Deputy Commissioner for Operations

Action Item

Coordinating Board for Higher Education
December 11, 2019

Overview

- CBHE must certify institutions to participate in state student assistance programs
  - Three year renewal for most institutions occurred in June
  - Certification to participate will be renewed in 2022

Evangel University Application

- Evangel University submitted initial application to participate in the following programs
  - Access Missouri Financial Assistance Program
  - Higher Education Academic Scholarship Program (Bright Flight Scholarship)
  - Kids Chance Scholarship Program
  - Minority and Underrepresented Environmental Literacy Program
  - Public Safety Officer or Employee's Child Survivor Grant Program

- Application review confirmed institution is eligible to be approved to participate

Recommendation

Staff recommend the Coordinating Board approve Evangel University to participate in the identified state student financial assistance programs administered by the Missouri Department of Higher Education and Workforce Development until September 2022.

2019 Performance Funding Review

Jeremy Kintzel
Education Research Director

Coordinating Board for Higher Education
December 11, 2019

Performance Funding Review

- Performance funding mandated in statute since 2014

- Section 173.1006, RSMo also requires that "The department of higher education and workforce development (DHEWD) shall be responsible for evaluating the effectiveness of the performance funding measures, including their effect on statewide postsecondary, higher education, and workforce goals, and shall submit a report to the governor, the joint committee on education, the speaker of the house of representatives and president pro tempore of the senate by October 31, 2019, and every four years thereafter."

Focus on completion

- Evaluation completed and distributed as required
- Thanks to 2019 Russell Fellow, Nathan Abdelmalek
- Focus on graduation rates
  - Changes to framework since 2012
  - Student completion a consistent focus
  - Research in other states for comparison

Study Methodology

- Difference-in-Differences
- Identified “control states”: AL, NJ, VT, WV
- 2010-11 to 2016-17: did graduation rates improve at public two- and four-year institutions compared to Missouri?

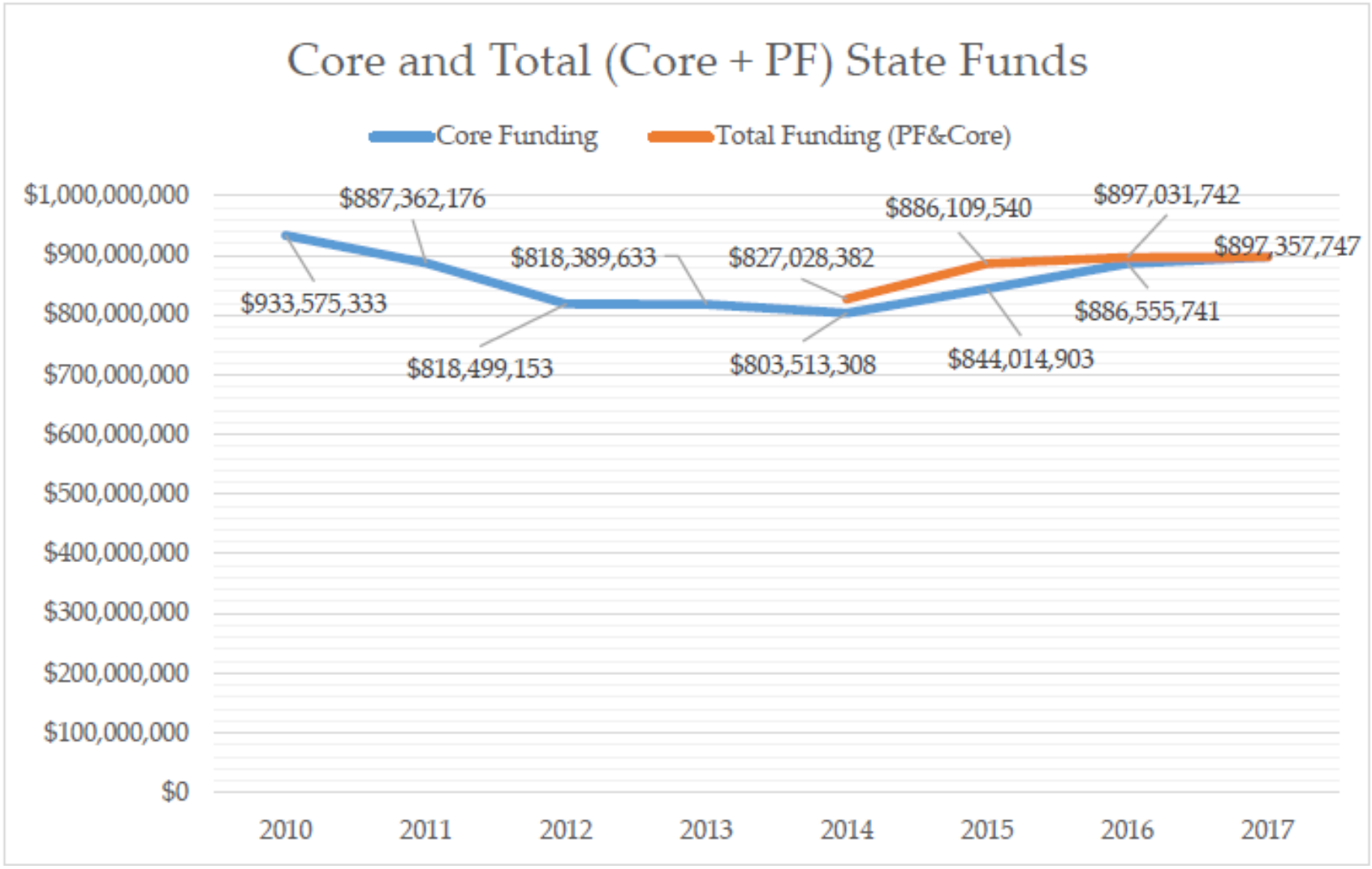
Study Results

- This turns out to be really hard to "prove"; researchers in other states have also had difficulty attributing increased graduation rates to performance funding

- Rates in Missouri *are* increasing, but diff-in-diff not statistically different from control states

Study Limitations

- Institutional and Student characteristics likely differ at MO and control state institutions
- National research suggests equity measures may have a positive impact, and drive increased certificate completion – the latter definitely appears to be the case in MO
- Funding history – important to acknowledge


Core and Total (Core + PF) State Funds
Core Funding
Total Funding (PF&Core)
$1,000,000,000
$900,000,000
$800,000,000
$700,000,000
$600,000,000
$500,000,000
$400,000,000
$300,000,000
$200,000,000
$100,000,000
$0
$933,575,333
$887,362,176
$818,499,153
$818,389,633
$803,513,308
$827,028,382
$844,014,903
$886,109,540
$886,555,741
$897,031,742
$897,357,747
2010
2011
2012
2013
2014
2015
2016
2017

Next Steps

- More study of process – what are the institutions doing to drive improvement?
- Additional contextual information, even difficult to apply in funding context
- Trend data on graduate outcomes
- Revisit in 2023, absent changes to statute

Questions, Comments, or Concerns?

Capital Improvement Survey Results

Gerren McHam
Special Assistant for External Relations

Coordinating Board for Higher Education
December 11, 2019

Background

- During the September CBHE meeting, the board asked DHEWD to assess the capital improvement policy statements and determine whether these statements are still applicable under Missouri's current higher education, workforce, and economic landscape.

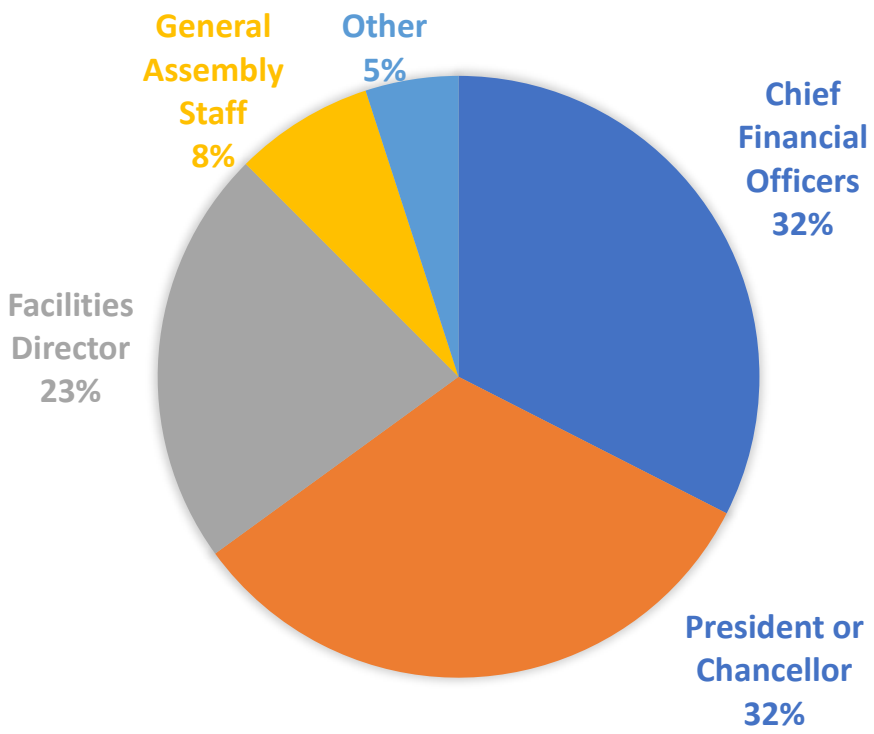
- The department was also asked to evaluate its capital improvement procedures and process it uses to score capital improvement proposals.

Survey

- As part of this process, the department surveyed: the Missouri public institution presidents/chancellors, chief financial officers, facility directors, and general assembly staff members to provided recommendations to the capital improvement policy statements and overall process.

Survey Participation

- 40 out of 116 participated in survey (34%)
- Public sector institution breakdown:
  - 16 community colleges or State Technical College
  - 20 public universities



Summary on Policy Statement Feedback

- While there were various opinions across the policy statements, 85% or more of respondents voted for keeping the current statements.
- There are recommendations to include consideration for workforce demands/needs and modifying the current statements to focus more on repair and renovations.

Feedback on Policy Statement #1

- Most respondents feel this is relevant and should be considered.
- Some participants believe it favors larger institutions with higher enrollments while others suggested consideration should be given to workforce and local needs.

Feedback on Policy Statement #2

- Most respondents agreed with the policy statement.
- Some feel that this statement unfairly excludes institutions with newer facilities and emerging areas with specific facility requirements for upkeep.

Feedback on Policy Statement #3

- Mixed responses were provided on this statement.
- While some feel this is a good general policy, a number of participants argue that this statement assumes current square footage is adequate and the policy fails to account for new square footage needed to expand programs based on enrollment or workforce trends.

Feedback on Policy Statement #4

- All agree with this policy statement but some find it to be too vague of a statement or could be unnecessary to keep as a listed priority.

Feedback on Policy Statement #5

- Most agreed with the need for the statement.
- Some do question the process in which a building is deemed an appropriate candidate for renovation versus demolition.
- There was also mention that a cost-benefit analysis should be completed before proposals are submitted into CIBR.

Feedback on Policy Statement #6

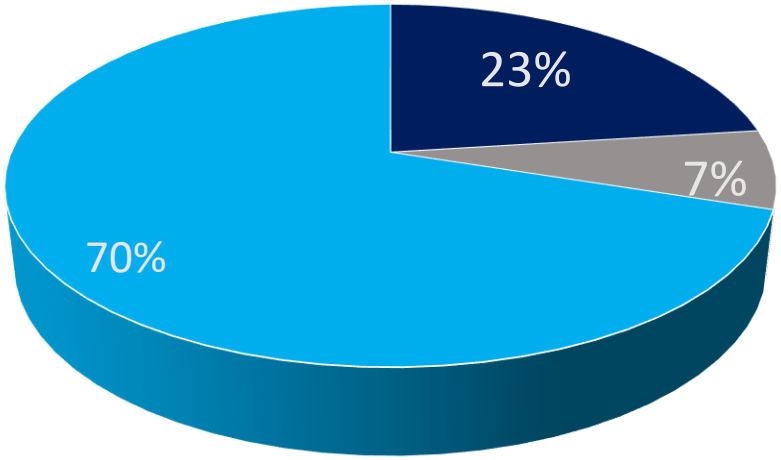
- Most feel this policy makes sense but believe it may be unnecessary to include as a top priority since institutions should have already undergone this process prior to the formal request. In addition, there are requests for exceptions.

Feedback on Policy Statement #7

- Responses were split on this statement.
- Some argue auxiliary buildings that directly support growth might be exempted; other respondents feel this policy favors larger institutions over smaller institutions which may need funds for maintaining aging auxiliary facilities.
- Others agree with statement outright.

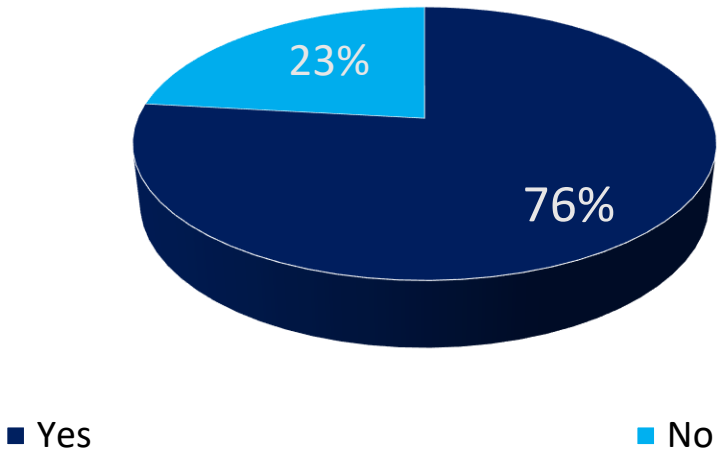
Other Capital Improvement Considerations

Consider the current policy statements. Are there any additional policy statements the Coordinating Board for Higher Education should include?



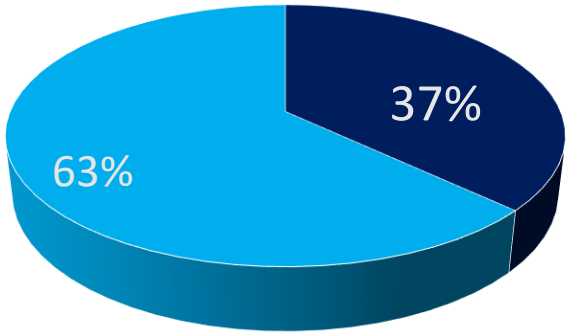
Other Capital Improvement Considerations

When a new facility is brought "online" part of that analysis includes determining whether a facility, should be taken offline. Should this be a required consideration an institution should explore and document upon submitting their proposal?



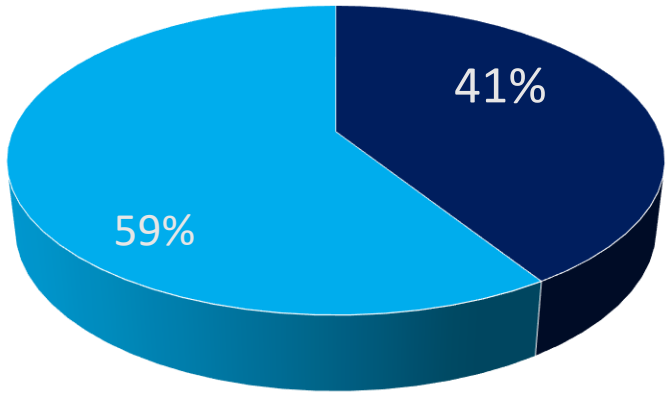
Other Capital Improvement Considerations

Capital requests submitted to the DHEWD combine maintenance & repair and new construction requests. Should the department continue to score and rank these proposals to develop one capital improvement list or provide two separate lists?



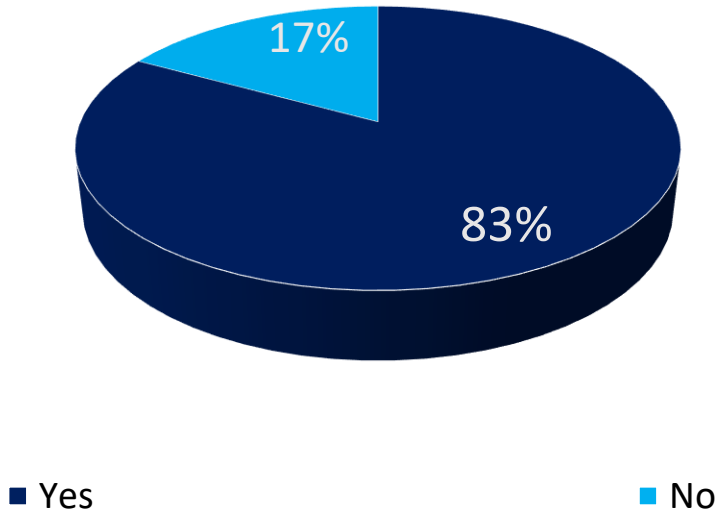
Other Capital Improvement Considerations

Should the capital improvement scoring process include only department staff or other representation?



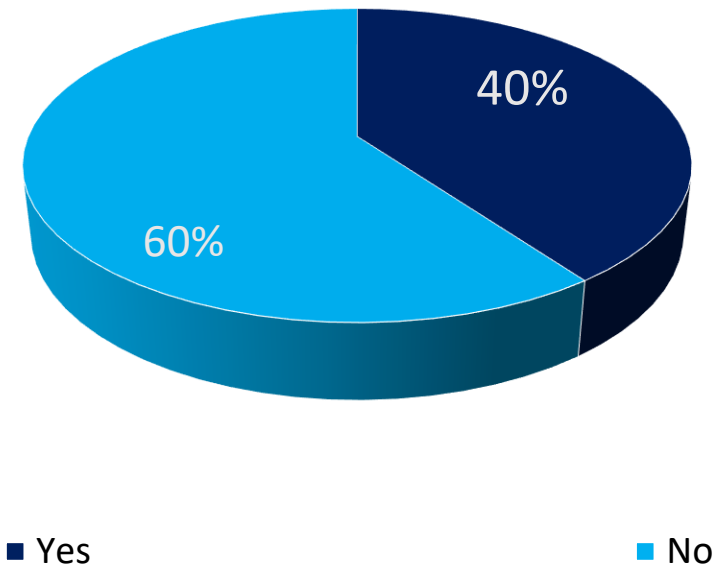
Other Capital Improvement Considerations

Should the department (and/or representatives of other organizations) continue the practice of scoring and ranking projects?



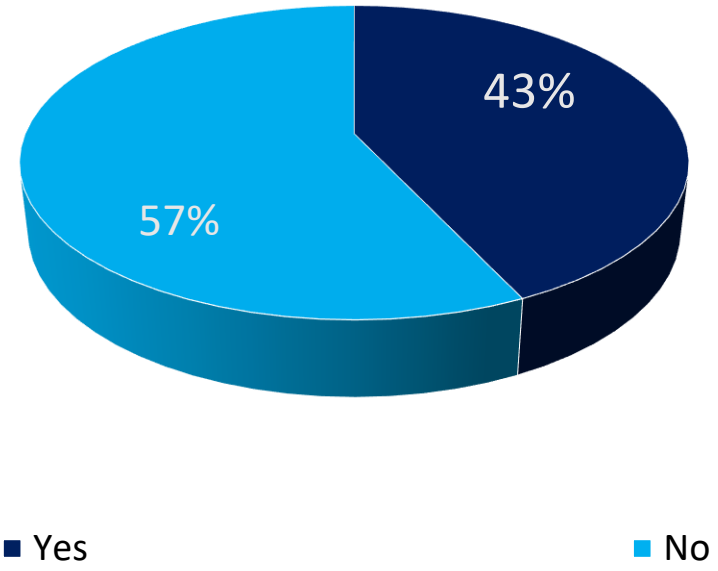
Other Capital Improvement Considerations

Should the Department of Higher Education and Workforce Development score all project proposals submitted by institutions rather than only the top priority?



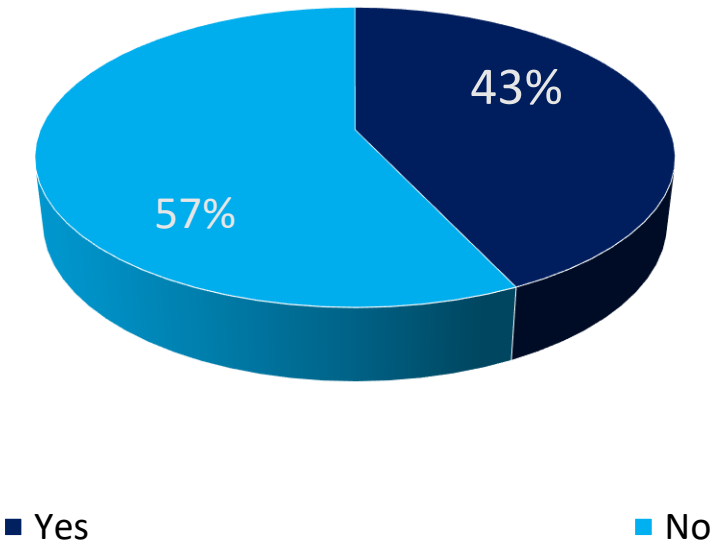
Other Capital Improvement Considerations

Should the department cap the total dollar amount of the cumulative submitted projects which is presented to the Coordinating Board for Higher Education for consideration?



Other Capital Improvement Considerations

Should the department place a cap on the cumulative dollar amount an institution can submit for consideration across all capital improvement proposals?



Questions, Comments, or Concerns?

Academic Affairs and Workforce Needs Committee

Coordinating Board for Higher Education
December 11, 2019

Missouri Advisory Board for Educator Preparation (MABEP)

Dr. Mara Woody
Assistant Commissioner for Postsecondary Policy

Action Item

Proposed Appointee Information

Dr. Melanie Bishop,
Associate Vice President for Graduate Affairs & Dean of School of Education,
Missouri Baptist University (MBU)

Dr. Quincy Rose,
Dean of College of Education,
Harris-Stowe State University (HSSU)

Recommendation

Staff recommend that the Coordinating Board approve the following two individuals to positions on the Missouri Advisory Board for Educator Preparation:

Dr. Quincy Rose, Harris-Stowe State University, (public four-year university)

Dr. Melanie Bishop, Missouri Baptist University (independent college or university)

Harris-Stowe State University Statewide Mission

Angelette Prichett
Director of Academic Affairs

Action Item

Coordinating Board for Higher Education
December 11, 2019

Statewide Missions: Statutory Criteria

Harris-Stowe State University submitted an application for a statewide mission in STEM for underrepresented and under-resourced students.

Statewide Missions: Statutory Criteria

The CBHE shall review applications from institutions seeking a statewide mission. Institutions shall provide evidence that they have the **capacity to discharge successfully such a mission**.

If CBHE determines an institution has qualified for a mission change the CBHE shall **submit a report** to the general assembly outlining the proposed change.

No statewide mission shall become effective until the **general assembly approves the proposed mission change** by concurrent resolution and the mission has been approved by the CBHE and the institutions for which the CBHE recommended a statewide mission before August 28, 1995.

§ 173.030(8) and (9), RSMo

Statewide Missions: Statutory Criteria

Capacity to successfully discharge the mission must be demonstrated by evidence that:

1. The institution enrolls a representative cross-section of Missouri students.
2. The institution offers one or more programs of unusual strength that respond to a specific statewide need.
3. The institution has a clearly articulated admission standard.
4. The institution is characterized by a focused academic environment.
5. The institution has adopted and maintains a program of continuous improvement and reports on performance measures.

The institution must also provide a mission implementation plan.

Statewide Missions: Statutory Criteria

1. The institution must show that it enrolls a representative cross-section of Missouri students. Evidence may include, but is not limited to:

- Enrolling at least 40% of its Missouri resident, first-time degree-seeking freshmen from **outside its historic statutory service region**;
- Enrolling its Missouri undergraduate students from at least **eighty percent of all Missouri counties**; or
- Enrolling one or more groups of **special population students** such as minorities, economically disadvantaged, or physically disadvantaged from outside its historic statutory service region at rates exceeding state averages of such populations enrolled in the higher educational institutions of this state.

Statewide Missions: Statutory Criteria

2. The institution must also show that it offers one or more programs of **unusual strength** which respond to a **specific statewide need**. **Examples** of evidence of meeting this requirement which the institution may present include, but are not limited to, the following:

- National, discipline-specific **accreditation**
- Independent **certification for meeting national or state standards or requirements**
- **Placement rates** significantly higher than average
- **Licensure or registration rates** for graduates seeking such recognition significantly higher than average
- **Quality of program faculty**
- Responds to a **specific statewide need**

Statewide Missions: Statutory Criteria

3. The institution must show that it has a **clearly articulated admission standard** consistent with the provisions of:

- § 173.005.2(6), RSMo: "The **coordinating board** for higher education shall establish **admission guidelines** consistent with institutional missions" OR
- § 174.130, RSMo: "Each **board** may make such rules and regulations for the **admission** of students as may be deemed proper."

Statewide Missions: Statutory Criteria

4. The institution must show that it is characterized by a **focused academic environment** which identifies **specific but limited areas of academic emphasis** at the undergraduate, and if appropriate, at the graduate and professional school levels, including **the identification of programs to be continued, reduced, terminated or targeted for excellence**. **Not addressed.**

The institution shall, consistent with its focused academic environment, also have the demonstrable **capacity to provide significant public service or research support** that **address statewide needs for constituencies beyond its historic statutory service region**

Statewide Missions: Statutory Criteria

5. The institution has adopted and maintains a **program of continuous quality improvement** and reports annually appropriate and verifiable **measures of institutional accountability** related to such program. Such measures shall include, but not be limited to:

- Indicators of student achievement and institutional mission attainment such as percentage of students meeting institutional admission standards
- Success of remediation programs, if offered
- Student retention rate
- Student graduation rate
- Objective measures of student, alumni and employer satisfaction
- Objective measures of student learning in general education and the major, including written and oral communication skills and critical thinking skills

Statewide Missions: Statutory Criteria

- As a component of this process, each institution shall prepare, in a manner prescribed by the coordinating board, a mission implementation plan for the coordinating board's consideration and approval.

Statewide Missions: Next Steps

No change of mission for an institution under this subdivision establishing a statewide mission shall become ***effective until the general assembly approves the proposed mission change by concurrent resolution****, except for the institution defined pursuant to subdivision (1) of section 174.010, and* ***has been approved by the coordinating board and the institutions for which the coordinating board has recommended a statewide mission prior to August 28, 1995.***

If the CBHE recommends a statewide mission:

- **Commissioner of Higher Education sends a letter to the general assembly notifying them of the recommendation by the CBHE;**
- **Missouri State University and Truman State University submit approvals (if appropriate).**

Recommendation

Staff recommend that the Coordinating Board approve Harris-Stowe State University's application for a statewide mission in STEM for underrepresented and under-resourced students.

Academic Program Actions on Provisionally Approved Programs

Angelette Prichett
Director of Academic Affairs

Action Item

Recommendation

Staff recommend the Coordinating Board approve the recommended actions listed in Table 1.

Comprehensive Review of St. Charles Community College's Bachelor's Degree in Occupational Therapy Assistant

Angelette Prichett
Director of Academic Affairs

Comprehensive Review

6 CSR 10-4.010, Submission of Academic Information, Data and New Programs, identifies the following as **triggers for a comprehensive review**:

- The institution will incur **substantial costs** to launch and sustain the program;
- The program includes offering degrees at the **baccalaureate level** or higher that fall within the engineering CIP code;
- The program is outside an institution's CBHE-approved **mission**;
- The program will include the offering of a **doctoral degree** (applicable only to non-University of Missouri institutions); or
- The program will include the offering of an **education specialist degree**.

Comprehensive Review

For community colleges proposing to offer a bachelor's degree, the following additional criteria are outlined in § 163.191(1), RSMo:

- …may include baccalaureate degrees only when authorized by the coordinating board for higher education in circumstances where ***the level of education required in a field for accreditation or licensure increases to the baccalaureate degree level*** or, in the case of applied bachelor's degrees, the ***level of education required for employment in a field increases to that level,*** and
- when doing so would not ***unnecessarily duplicate an existing program, collaboration with a university is not feasible or the approach is not a viable means of meeting the needs of students and employers***, and
- the institution has ***the academic and financial capacity*** to offer the program in a ***high-quality manner***."

Comprehensive Review

- St. Charles Community College submitted a proposal for comprehensive review to offer the Bachelor of Applied Science in Occupational Therapy Assistant.
- This proposed program would transition their existing associate degree in OTA to a bachelor of applied science degree.

Comprehensive Review

- **Phase I:** Initial proposal submitted and posted for public comment. *Does the proposed program meet the criteria/threshold to be considered for comprehensive review?*
- **Phase II:** Institution submits full proposal for review. *Has the institution supported its cause for approving the program?*

Comprehensive Review

SCCC's proposal was posted for public comment, with comments received on behalf of the statewide four-year chief academic officers, the Council on Public Higher Education, and the University of Missouri system.

Three similar points were shared across the letters:

- Pathways to accreditation and licensure remain the same
- The level of education for employment remains the same
- Full collaborative opportunities have not been explored

Questions, Comments, or Concerns?

2019 Equity in Missouri Higher Education Report

Erik Anderson
Director of Innovation and Performance

Coordinating Board for Higher Education
December 11, 2019

What is equity?

Equity is the idea that a student's life circumstances should not dictate chances of success. It is often measured by observing areas where it does not exist: the gaps among learners from varying geographies; between genders; races or ethnicities; and by income level. **These differences in outcomes are known as achievement gaps**.

Moral Imperative

That all constitutional government is intended to promote the general welfare of the people; that all persons have a natural right to life, liberty, the pursuit of happiness and the enjoyment of the gains of their own industry; **that all persons are created equal and are entitled to equal rights and opportunities under the law**; that to give security to these things is the principal office of government, and that **when government does not confer this security, it fails in its chief design.**

Article I Section II, Missouri Constitution Bill of Rights

Key Definitions

Access

- the intersection between opportunity and means; attaining a postsecondary credential appears to be reasonable in terms of cost and preparedness
- also includes the first semester of enrollment

Progress

- encompasses student persistence, fall to fall retention in traditional academic programs, and continuation of postsecondary program to degree completion

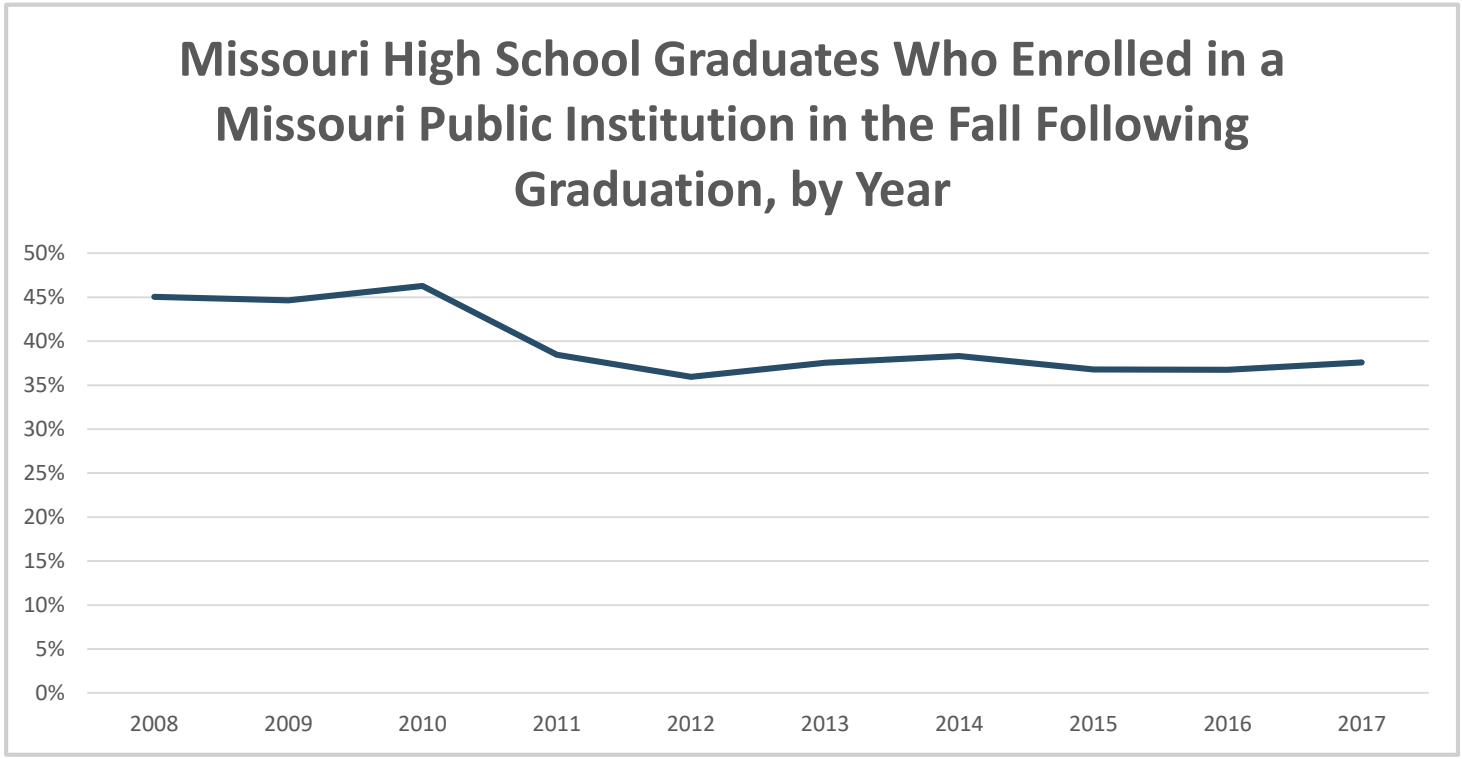
Characteristics Analyzed

- Race/Ethnicity
- Sex
- Income Levels
- Parental Education Levels
- Geographic Origin (rural/urban)

Data Sources

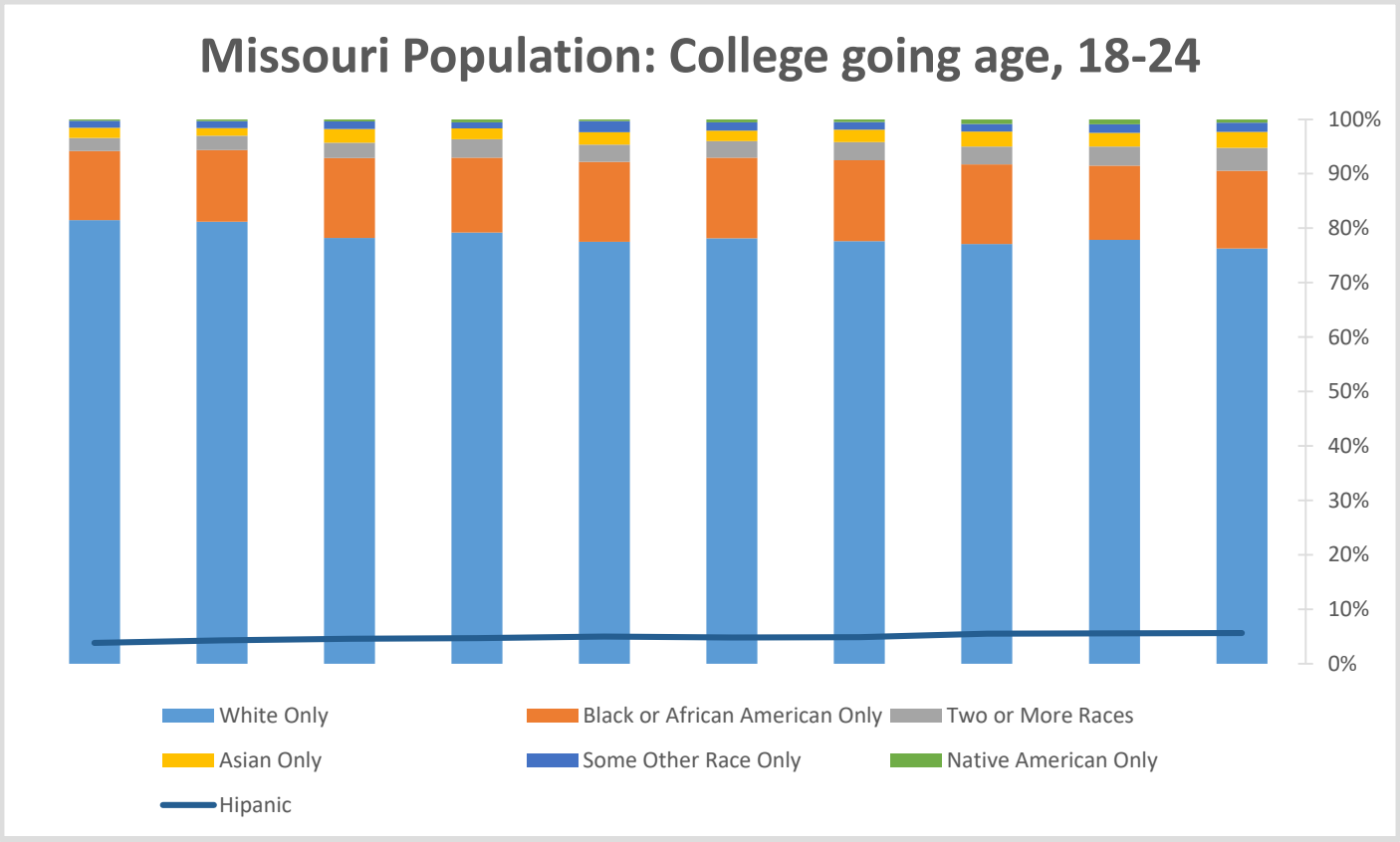
- Enhanced Missouri Student Achievement Study (EMSAS) data
- FAMOUS (Financial Aid database)
- American Community Survey (ACS)
- DESE Graduates Data
- IPEDS

High School Data

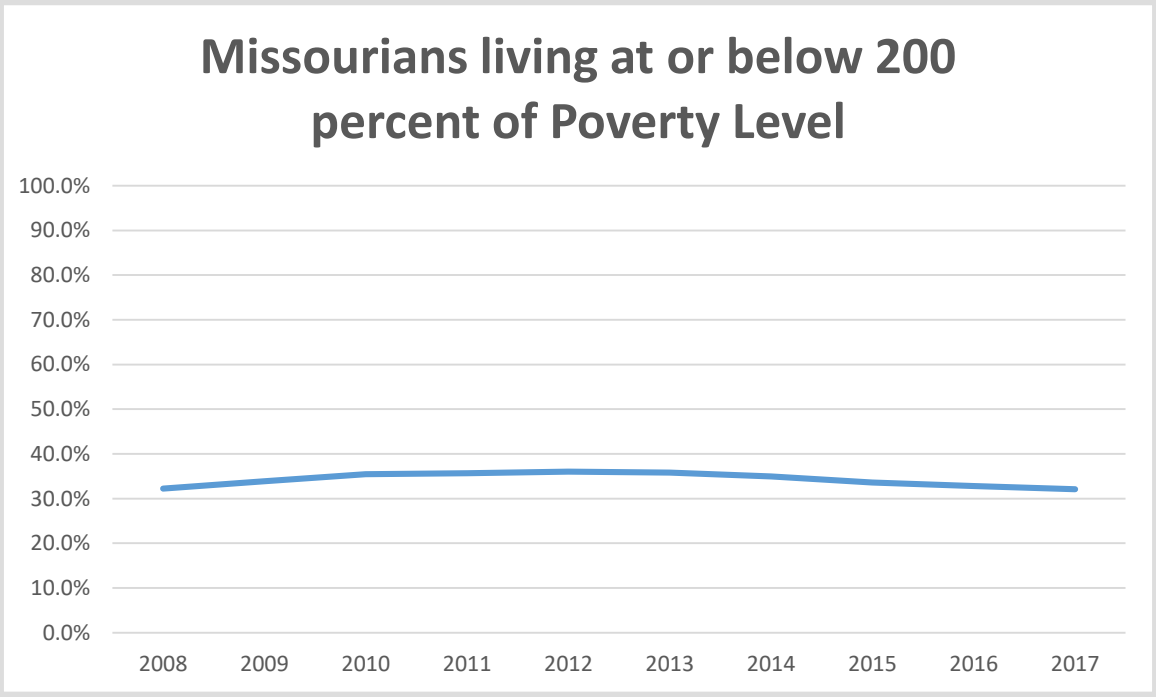


Decline in students enrolling in public higher education right out of high school

Population Trends

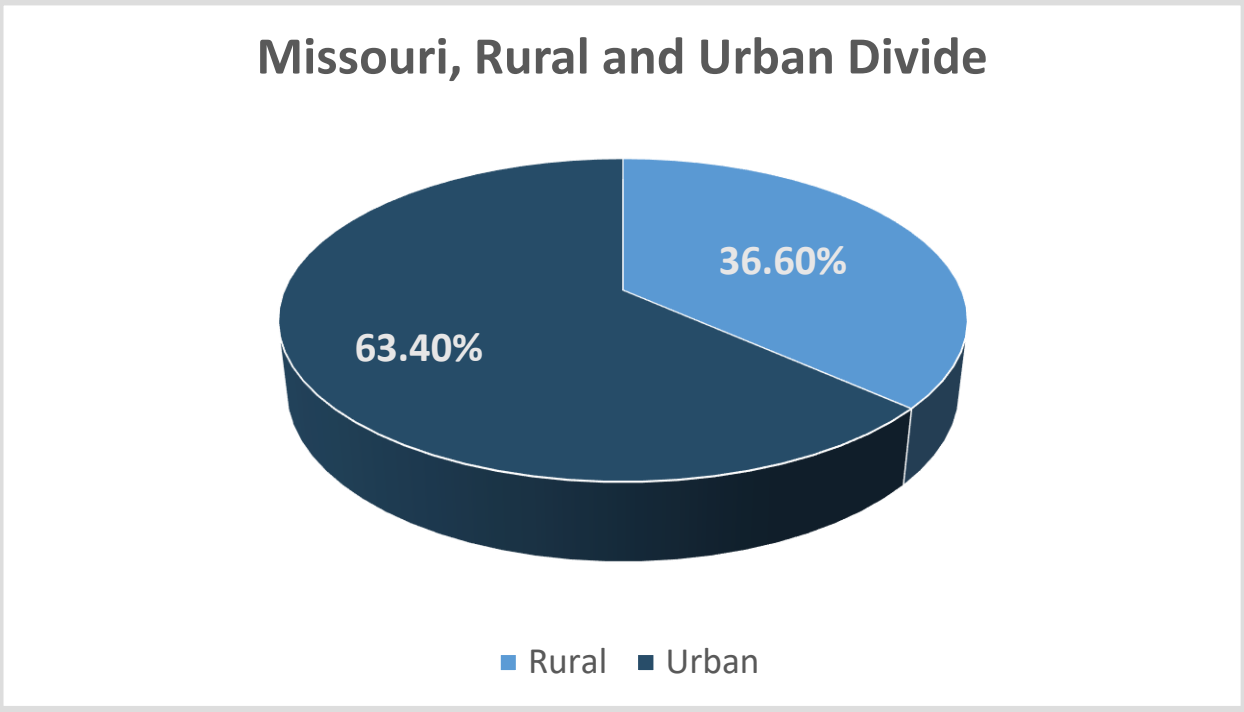


Population Trends



1 in 3 Missourians live at or below 200% of poverty level

Population Trends

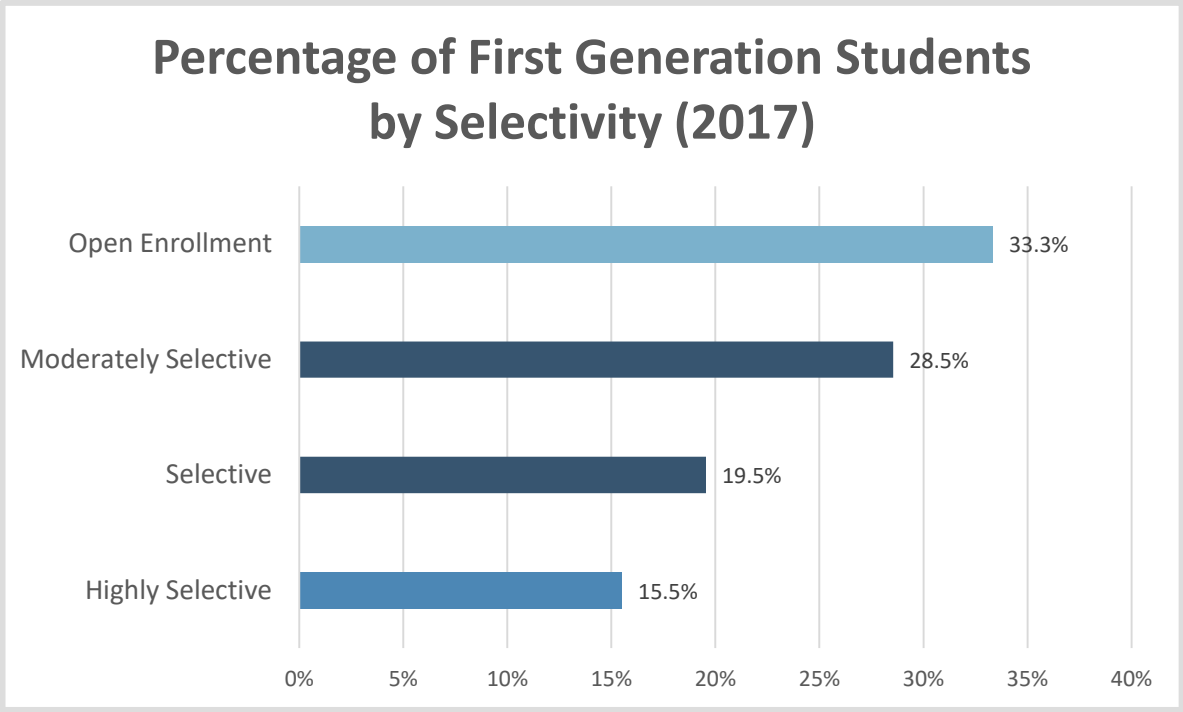


Roughly 2 out of 3 people live in urban counties

Access

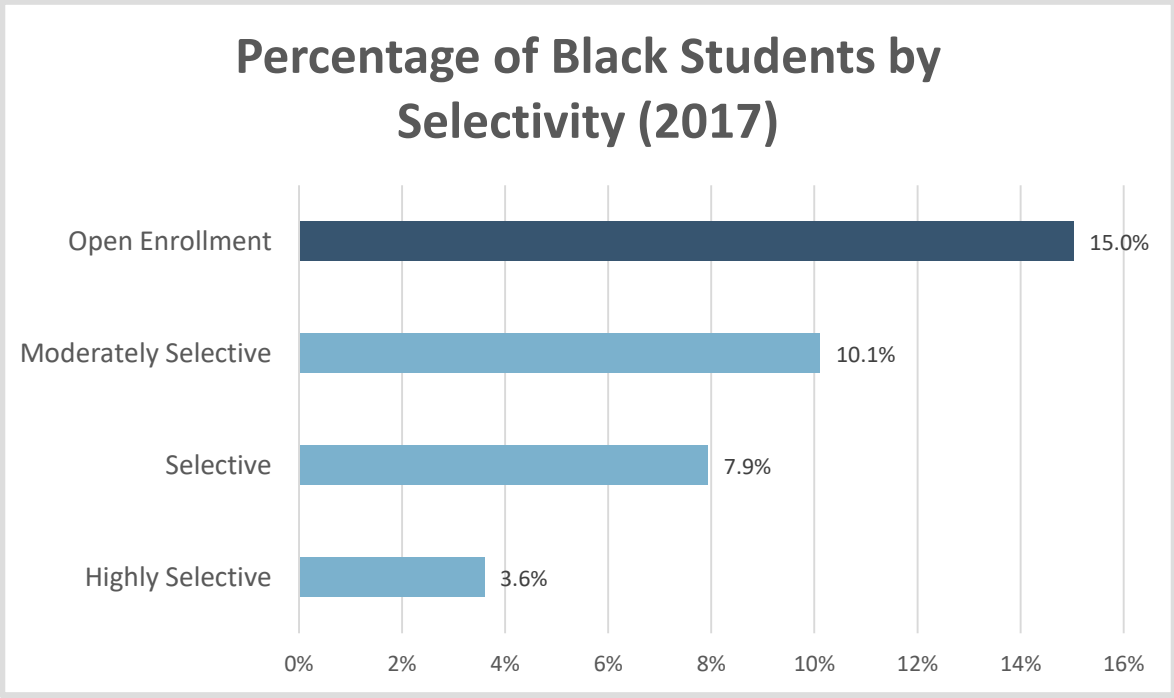
- First-time undergraduate enrollments match the demographic profile of Missouri.
- However…

Access: Selectivity



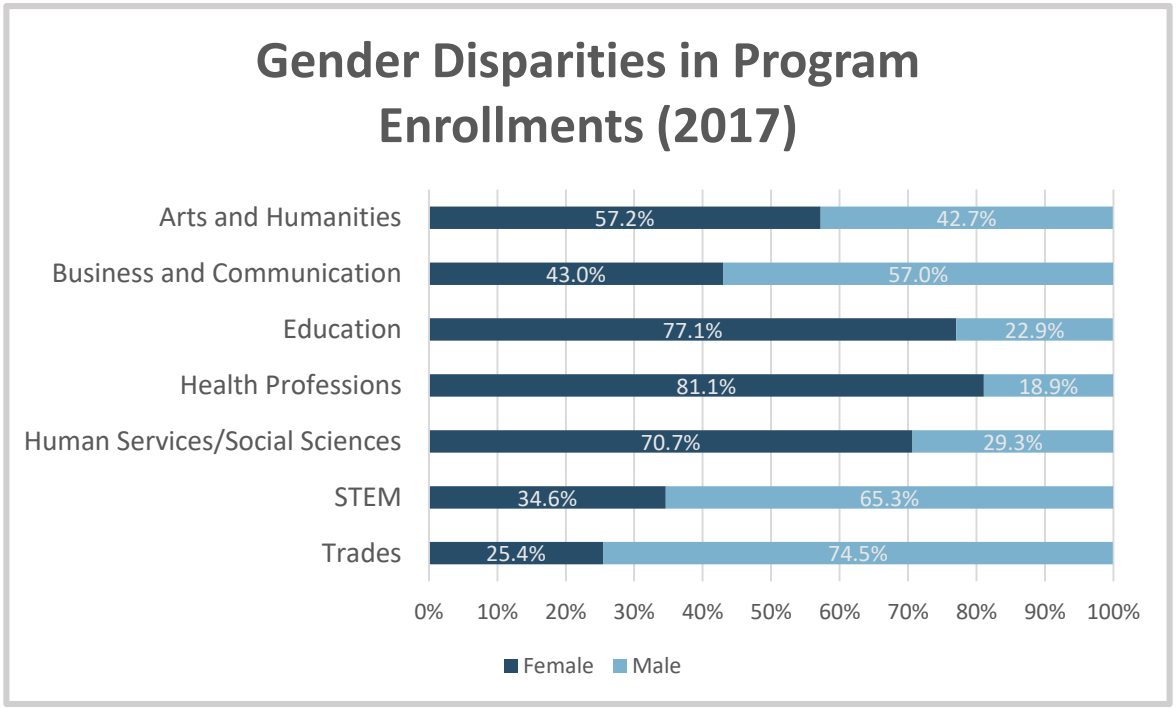
First generation students are more likely to attend open enrollment institutions than more selective institutions

Access: Selectivity



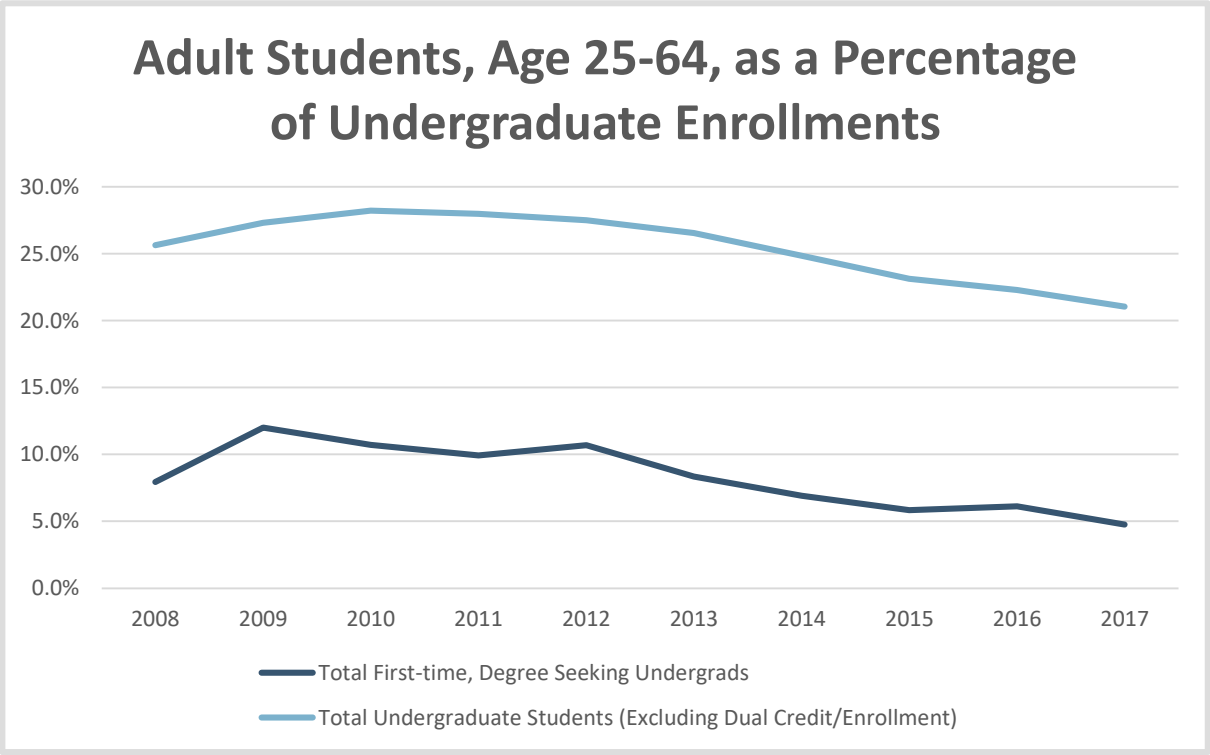
Black students are underrepresented at more selective institutions

Access: Program Enrollments



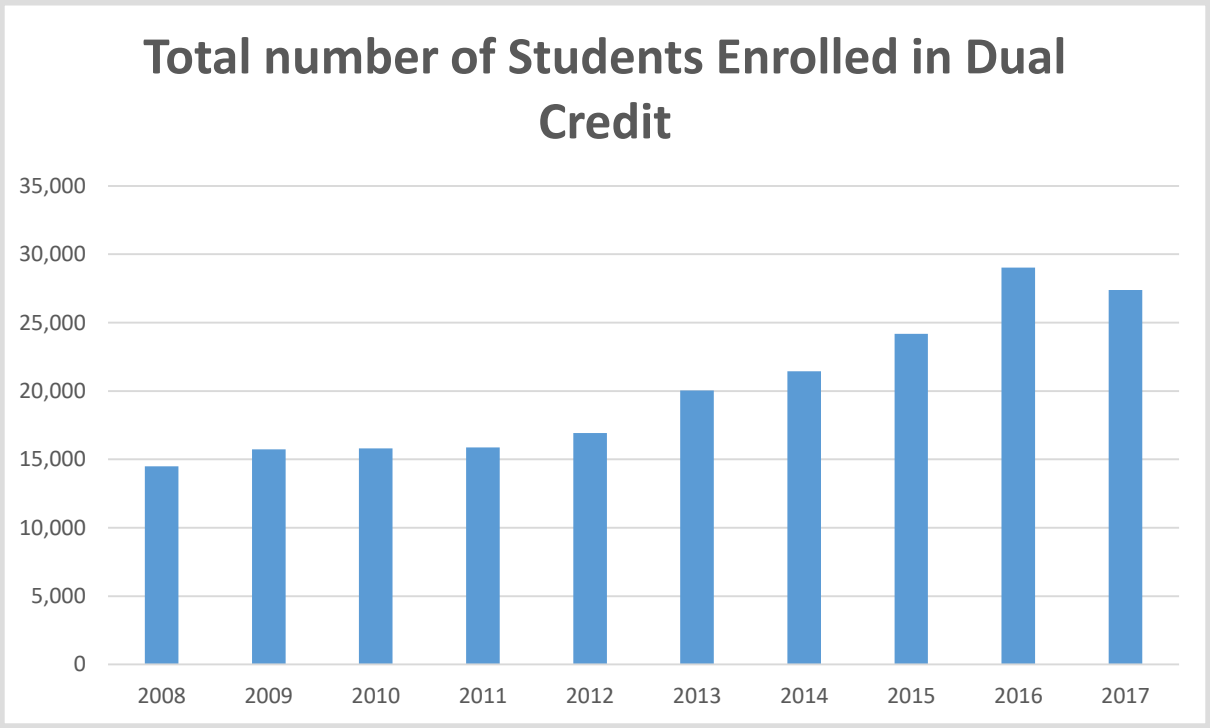
Missouri's female students are underrepresented in STEM and business/communications programs

Access: Adult Students



Significant decrease in adult enrollment following the Great Recession and Economic Recovery

Preparation: Early College Credit

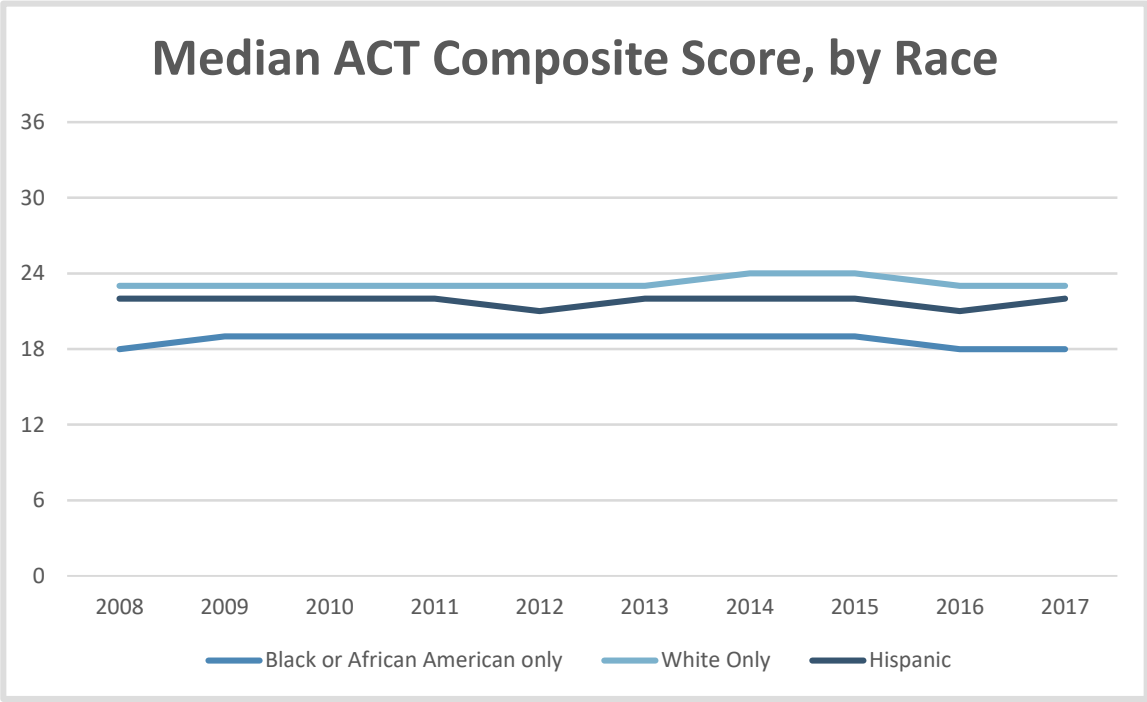


The number of students taking dual credit or dual enrollment is increasing

Preparation: Early College Credit

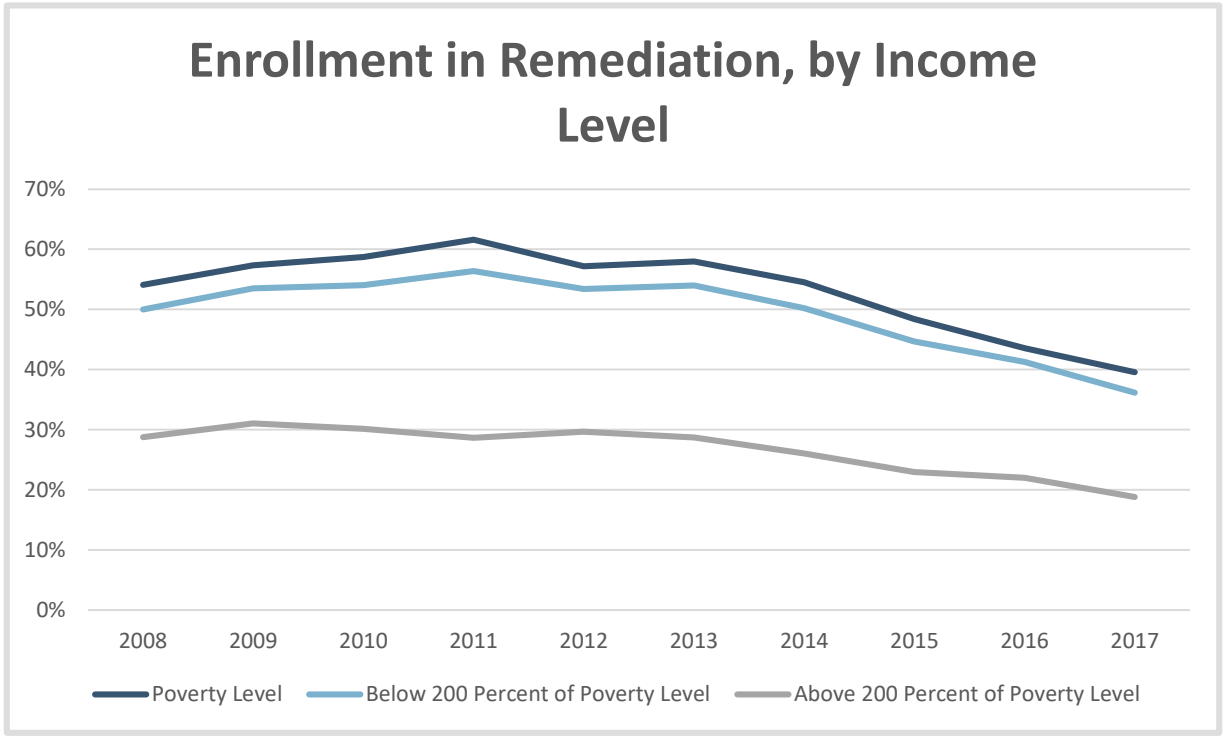
- Only 4.9% of students with incoming college credit are Black students
  - 1.9% when looking at students bringing in 15-30 credits
- 21.3% of students with incoming college credit come from a low-income background
  - 16.7% for those bringing in 15-30 credits
- Females students are much more likely to bring in credit than males

Preparation: ACT



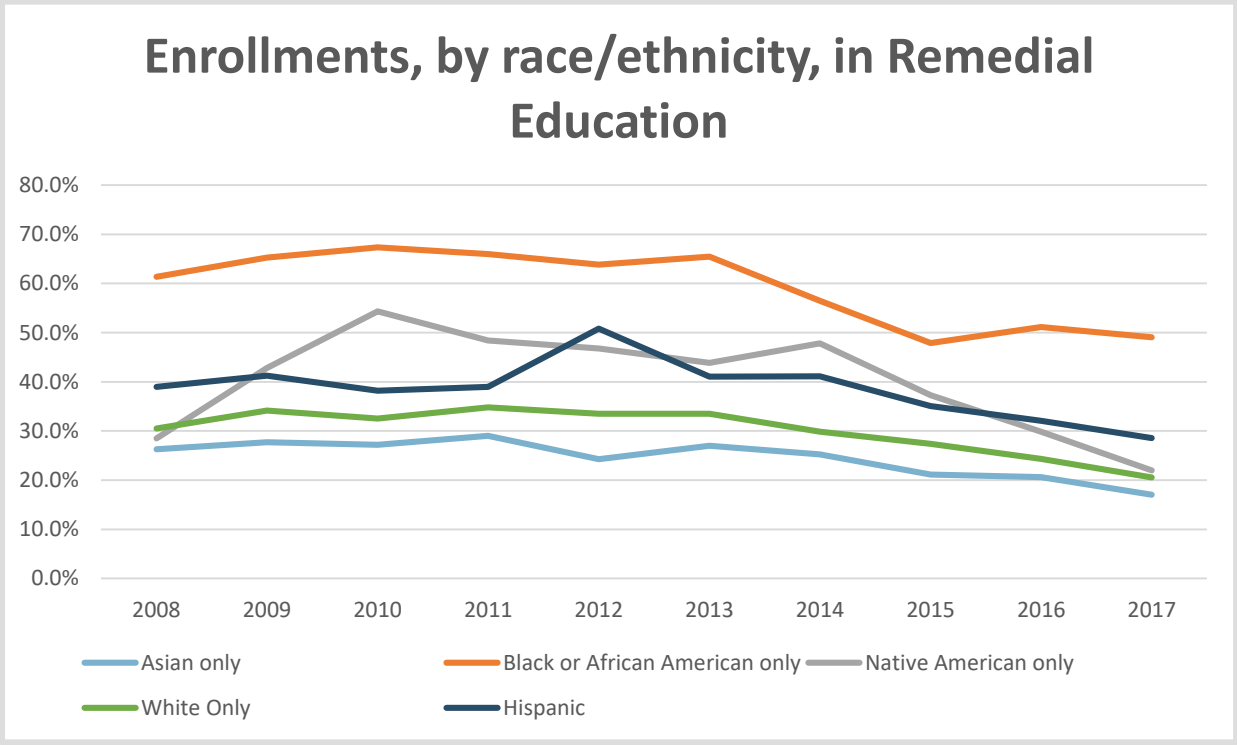
Persistent gaps in median ACT score, by race

Preparation: Remediation

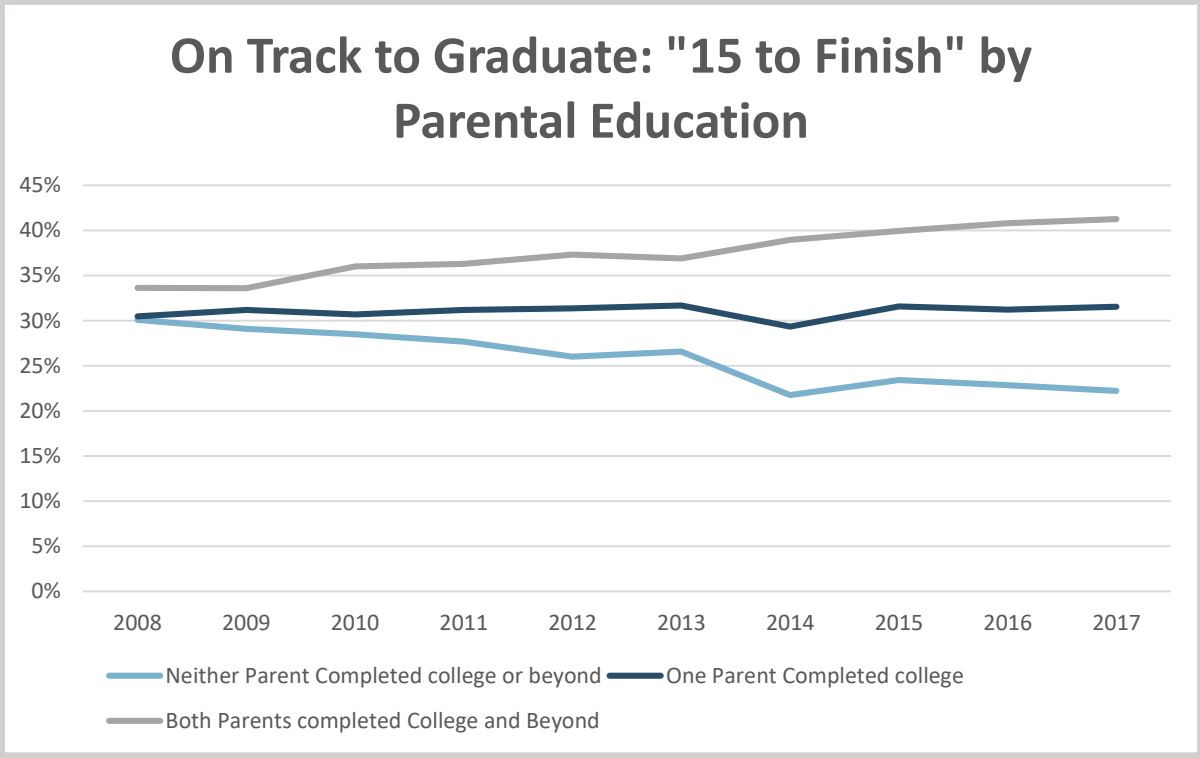


Low-income students are twice as likely to enroll in remediation when compared to their peers

Preparation: Remediation

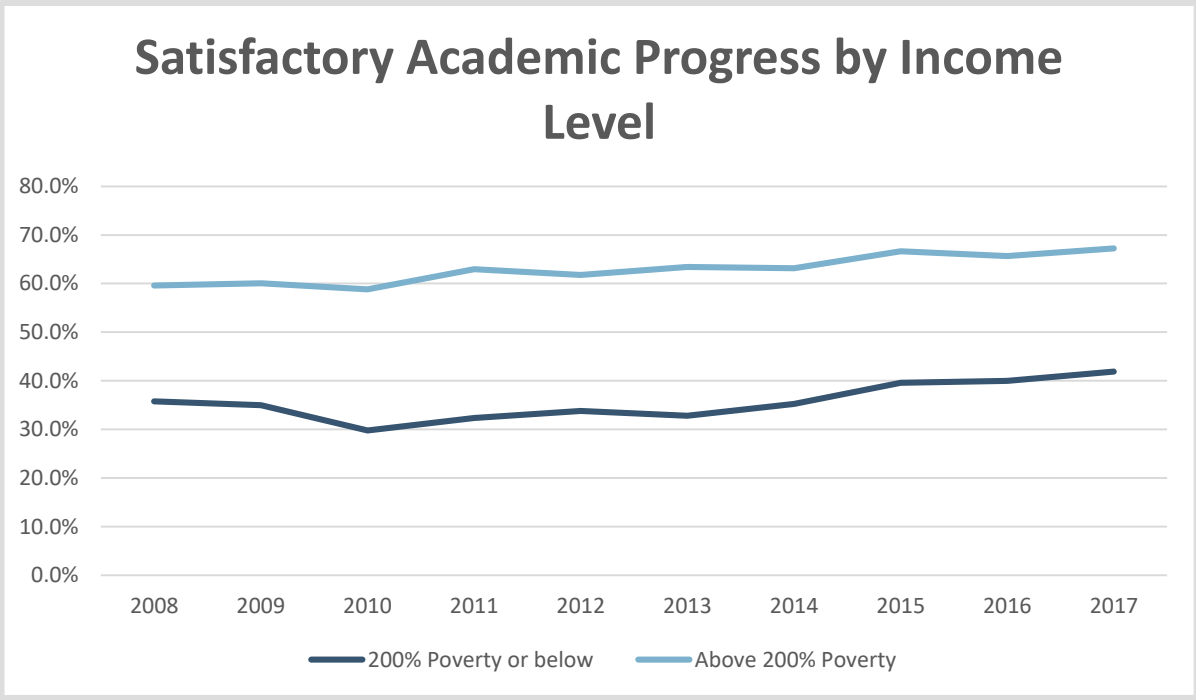


Progress: “15 to Finish”



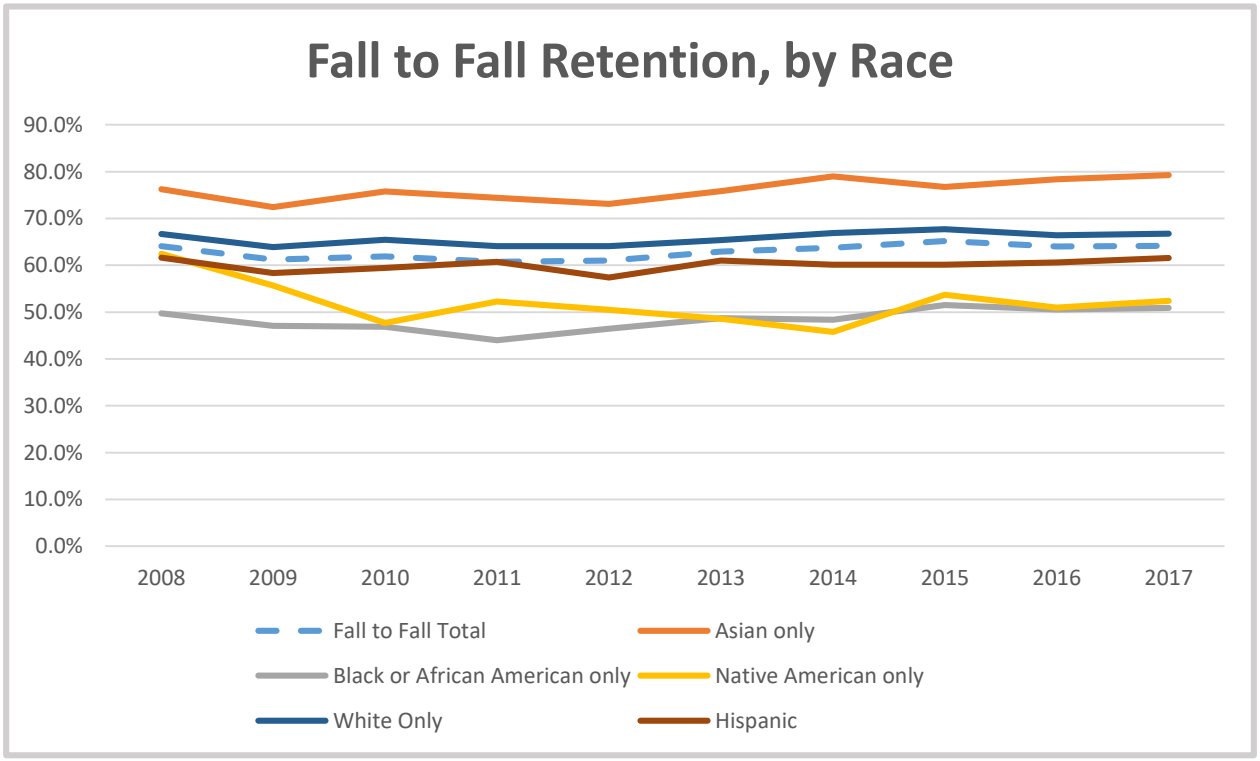
First- generation and low-income students are less likely to be on track to graduate on time

Progress: Satisfactory Academic Progress



Students from a low-income background are much less likely to achieve SAP than their wealthier peers

Progress: Fall to Fall Retention



Significant disparity in fall to fall retention in terms of race, income, and parental education levels

Next Steps

- Future Reports
  - 2020 Success
  - 2021 Affordability
- Identify 4-5 recommendations, work with regional teams
  - Report efforts at 2020 Equity Summit
- Collaborate with DESE and other state agencies

Questions, Comments, or Concerns?

Fall 2019 Enrollment Report

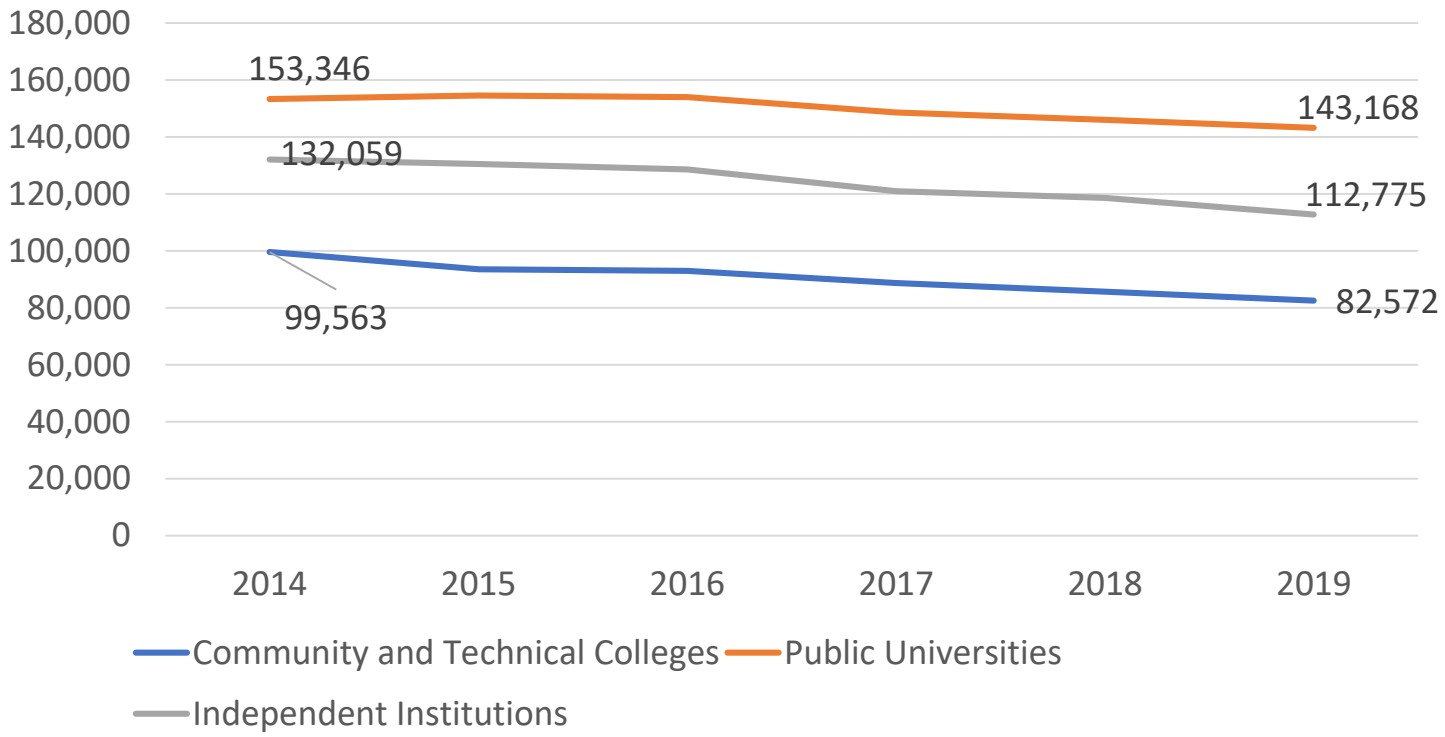
Jeremy Kintzel
Education Research Director

Coordinating Board for Higher Education
December 11, 2019

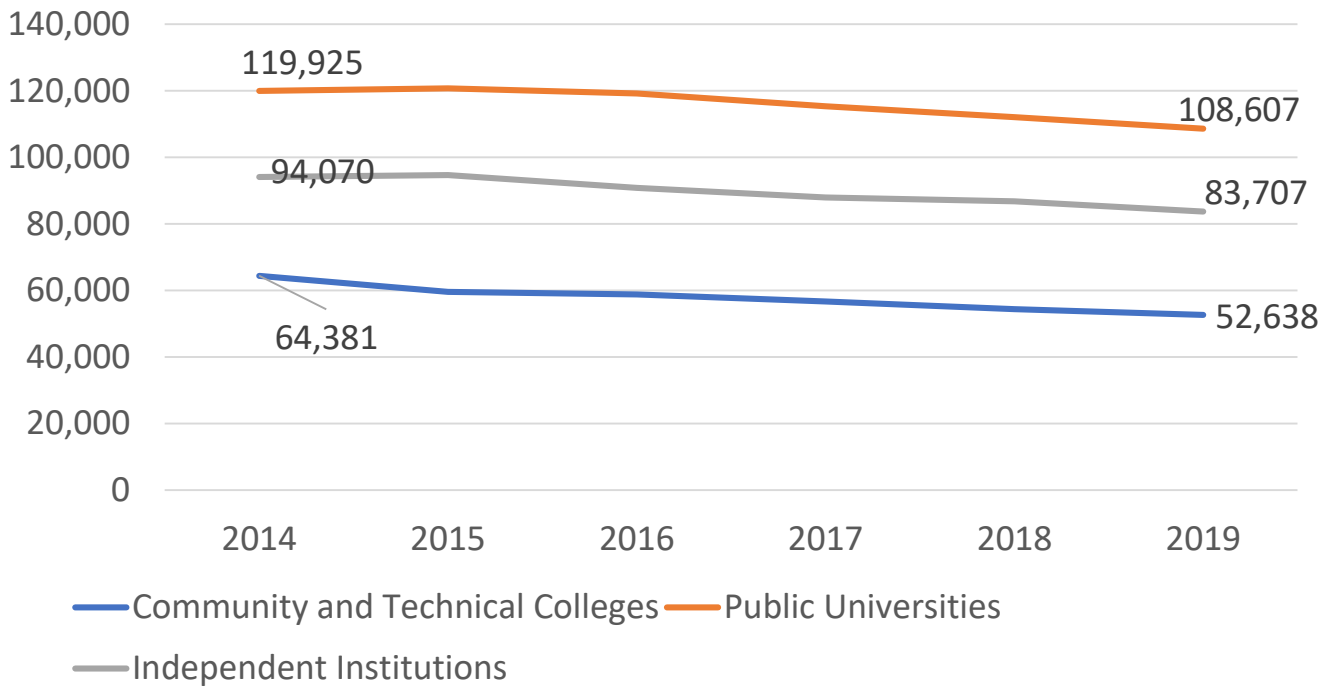
Fall Enrollment Data Collection

- Reported annually by public and comprehensive independent institutions
- Calculated from student-level data for public and about half of independent institutions
- Collected via aggregate (non-student-level) surveys from remaining independents

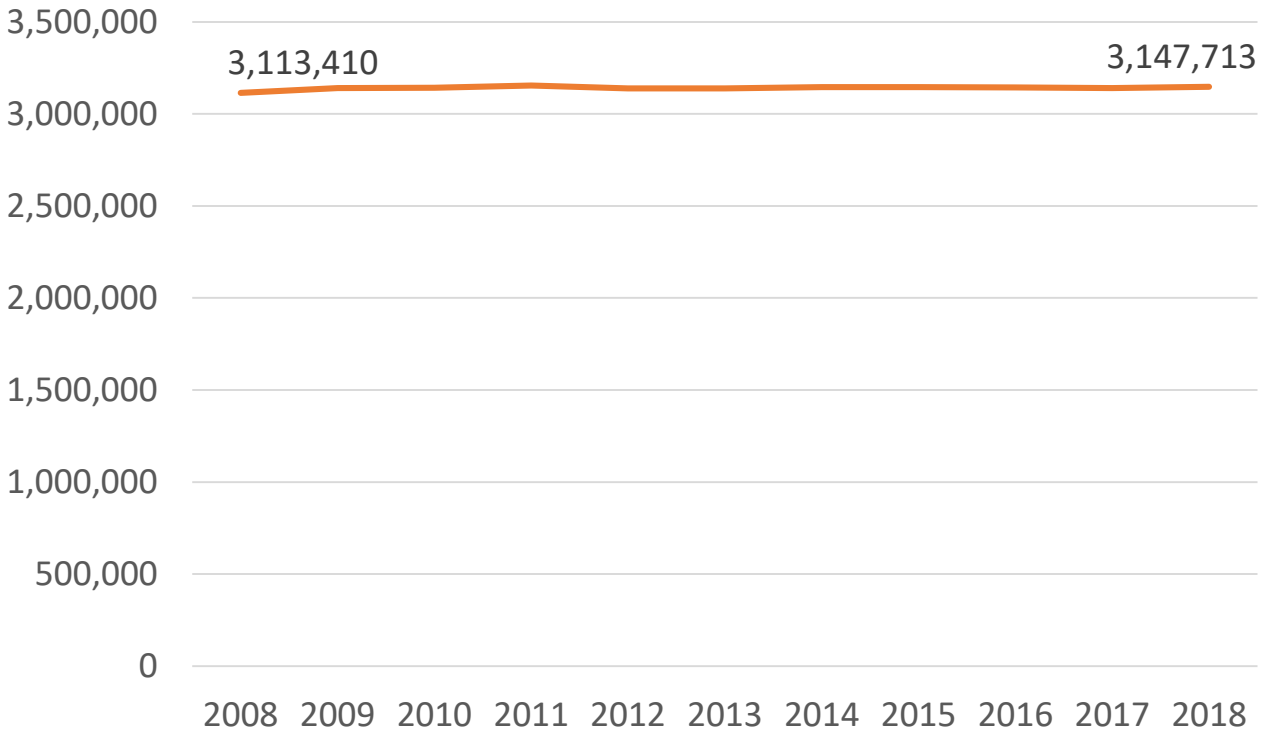
Headcount Enrollment



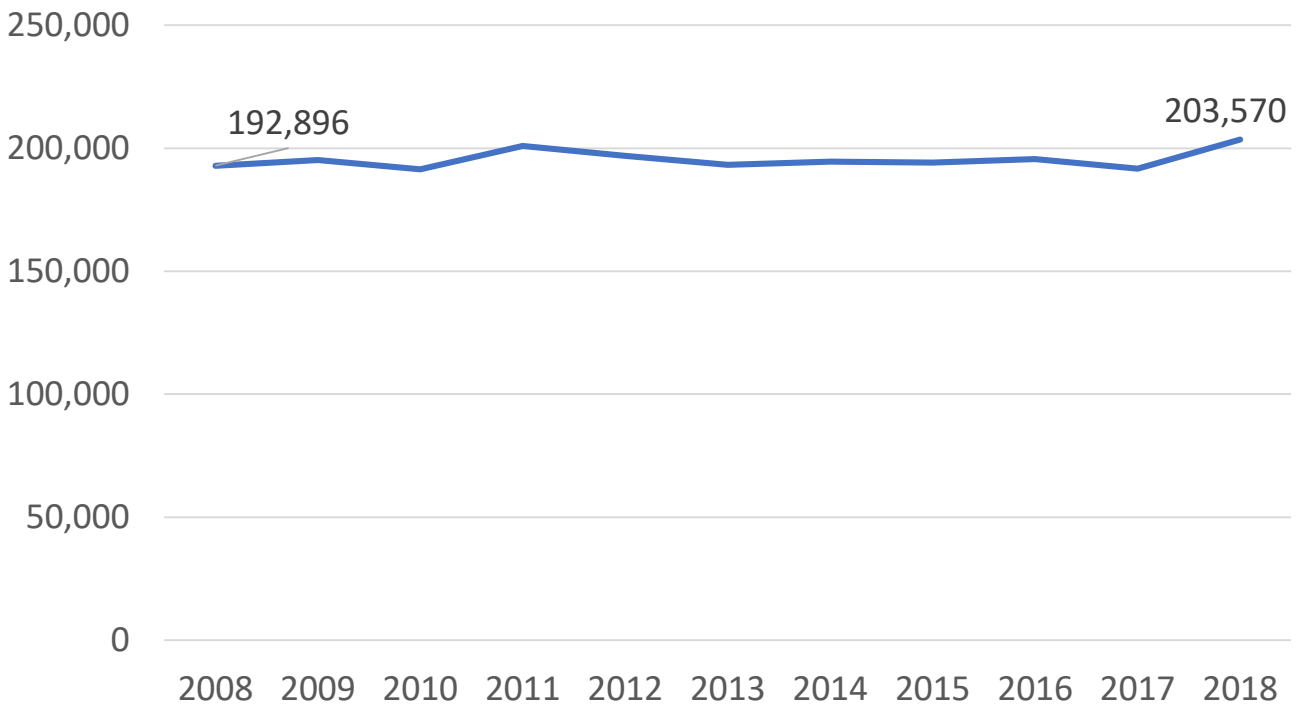
Full-Time Equivalent Enrollment



Working-Age (25-64) Population



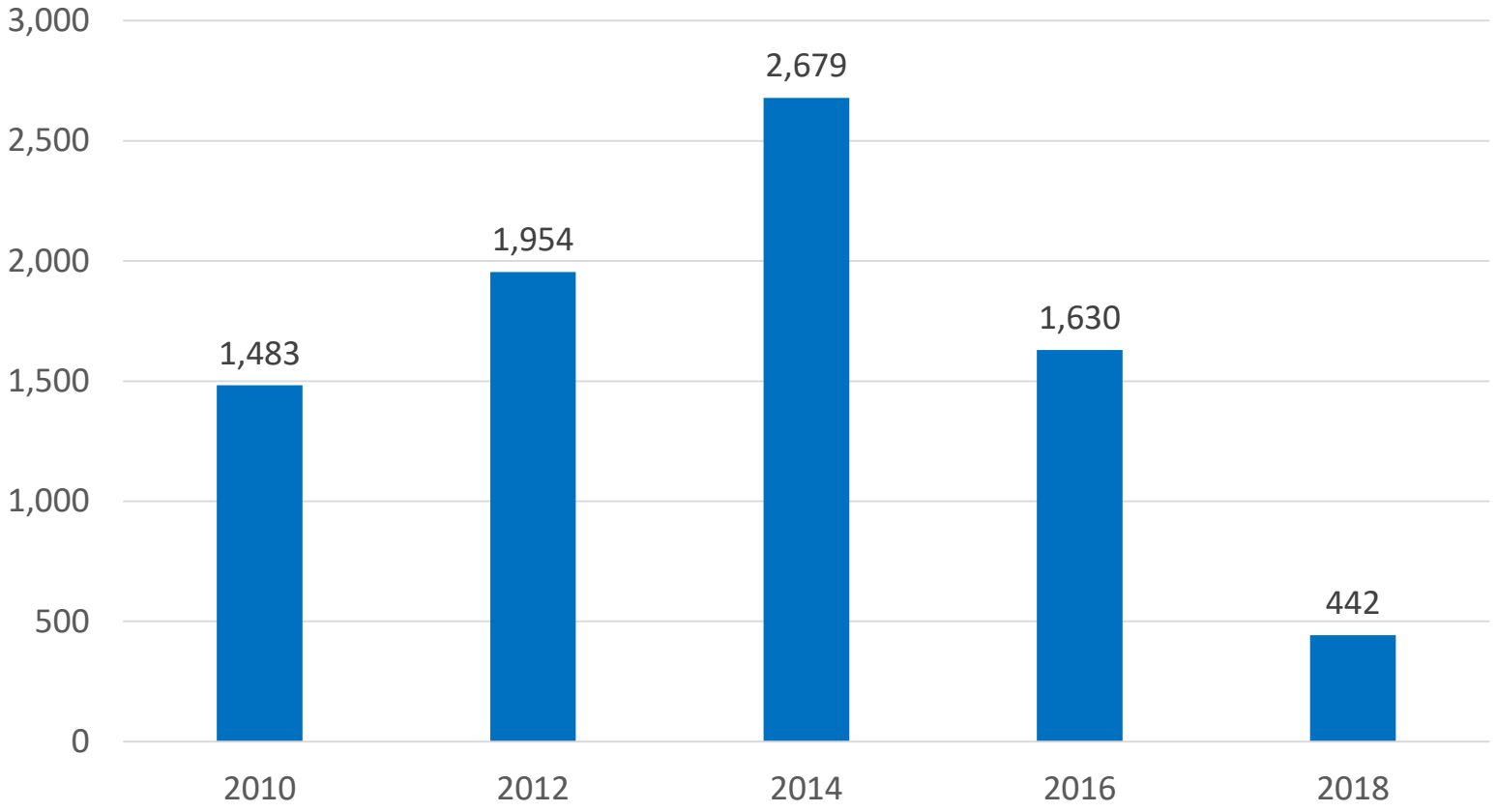
Some College, 25-34



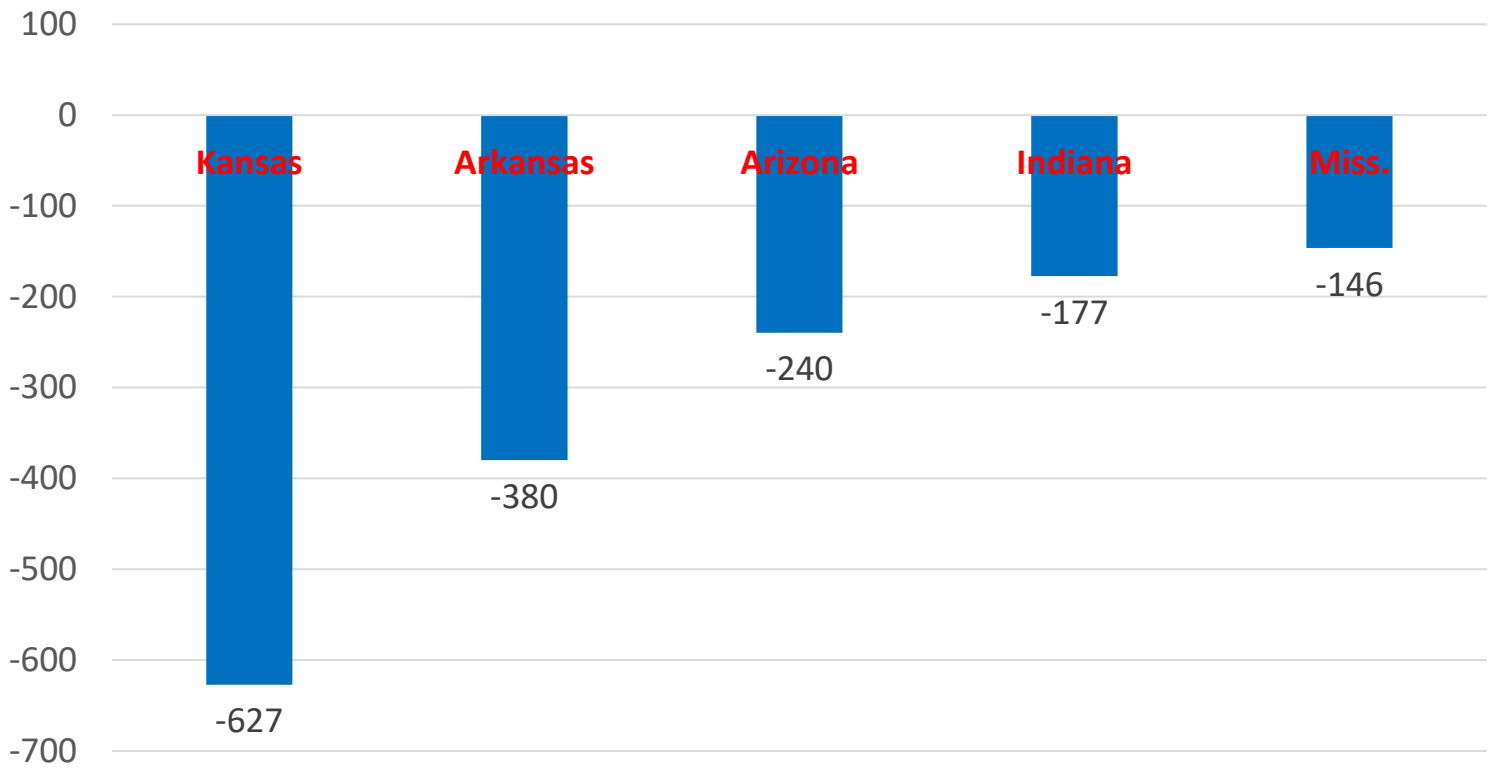
Migration Data Source

- USDE collects enrollment data from all Title-IV postsecondary institutions
- IPEDS (Integrated Postsecondary Education Data System) surveys are required annually, but some components are biannual
- Enrollment survey includes state/territory origin of first-time degree-seeking **undergraduate** students, but only in even years

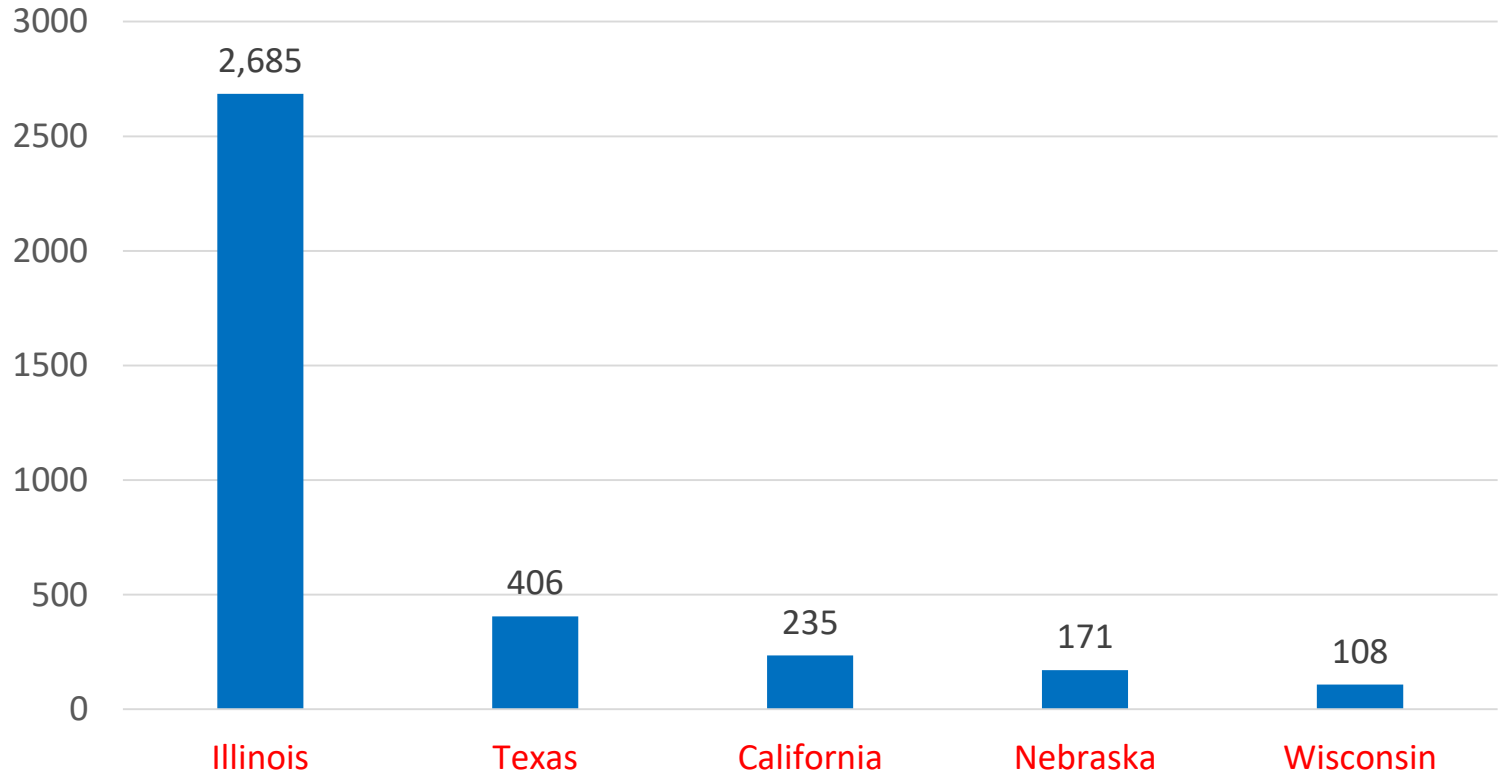
Net In-Migration to Missouri, New Students (All Sectors)



Top 5 States MO Students Move To (2010-2018 Average, All Sectors)



Top 5 States MO Students Come From (2010-2018 Average, All Sectors)



Conclusions

- Public and comprehensive independent institutions continue to face demographic and economic headwinds (i.e. continuing low unemployment)
- Net in-migration decreasing – other states and institutions are facing similar challenges and competing for their own students
- Early signs of population growth among young working Missourians (age 25-34), but their needs will differ from traditional students

Questions, Comments, or Concerns?

January Teleconference Date and Time

January 22, 2020 10:00 a.m. – 11:00 a.m.

Call-In information to be provided closer to meeting date.

Coordinating Board for Higher Education
December 11, 2019

March CBHE Public Meeting

March 4, 2020 9:00 a.m. – 12:00 p.m.

- General Business & PAC
  - Legislative Update
  - Budget Update
  - New Committee Members and Chairs Announced
- Academic Affairs & Workforce Needs
  - Appointments to Proprietary School Advisory Committee
  - High School Graduates Performance Report
  - Report on College Readiness
- Budget & Financial Aid
- Strategic Planning & External Affairs
- Audit
- Recurring
  - Update on Implementation of Legislation
  - Academic Program Actions
  - Provisionally Approved Programs
  - Proprietary School Certification Action and Reviews

Adjourn Public Session of the Coordinating Board for Higher Education

Action Item

General Business

Coordinating Board for Higher Education
December 11, 2019

Coordinating Board for Higher Education Public Meeting

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