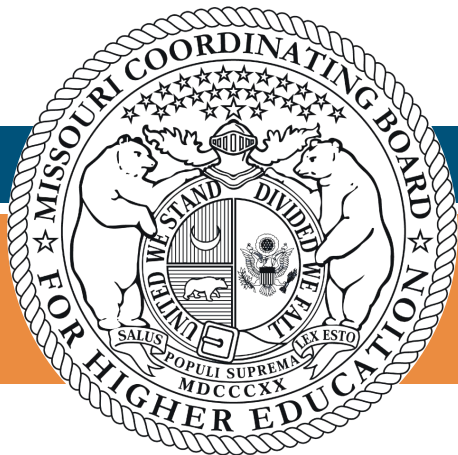


# Coordinating Board for Higher Education

## Public Meeting

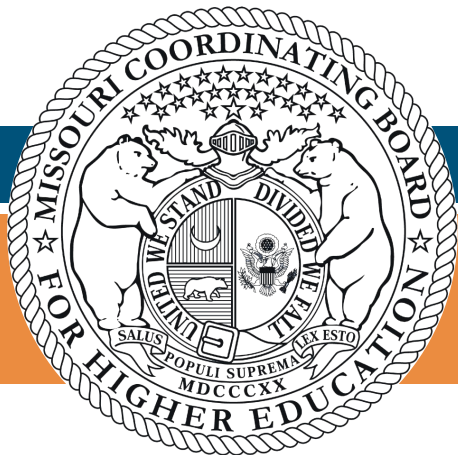
September 16, 2020

*Welcome!*



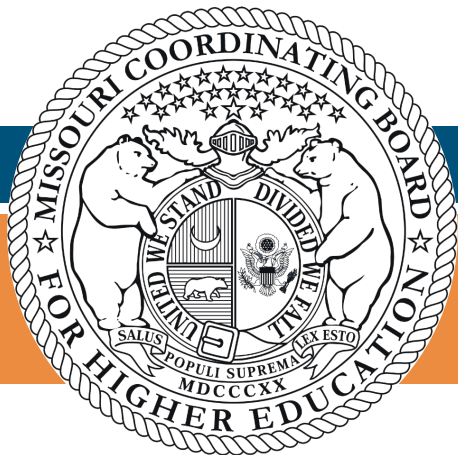
# Online Meeting Rules of the Road

- All participants will be muted upon entry.
- Please keep your phone or computer microphone on **MUTE**.
- For those other than board members, please submit questions or comments during the meeting through the chat function in Zoom.
- The board secretary will monitor the chat box questions and direct them to the appropriate person at the end of each section or call on the commenter to speak.



Coordinating Board for Higher Education  
September 16, 2020

# General Business



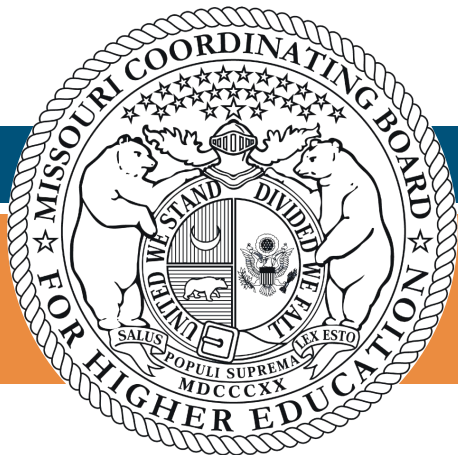
**Coordinating Board for Higher Education**  
September 16, 2020

# Call to Order

# Roll Call

# Determination of Quorum

## *Action Item*



General Business

Coordinating Board for Higher Education  
September 16, 2020

# Presidential Advisory Committee

Incoming Presidents and Chancellors



**Dr. Elizabeth Kennedy**  
Missouri Western  
State University (Interim)  
July 1, 2020



**Dr. Dena McCaffrey**  
Jefferson College  
July 1, 2020



**Dr. Nancy Blattner**  
Fontbonne University  
July 1, 2020

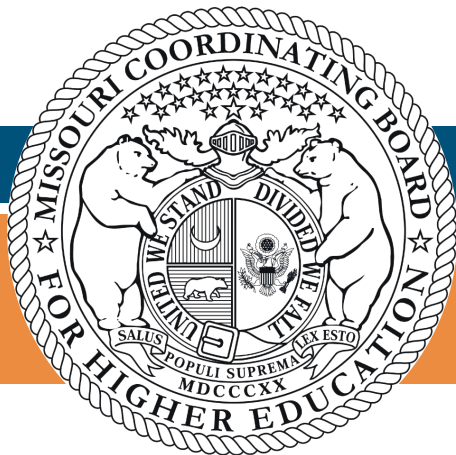


General Business

Coordinating Board for Higher Education  
September 16, 2020

# Review and Approve Agenda

*Action Item*

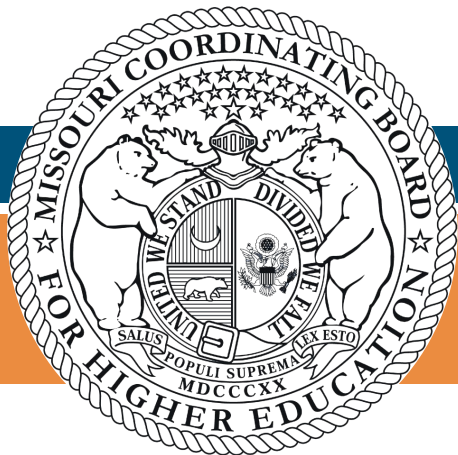


General Business

**Coordinating Board for Higher Education**  
September 16, 2020

# Review and Approve Consent Agenda

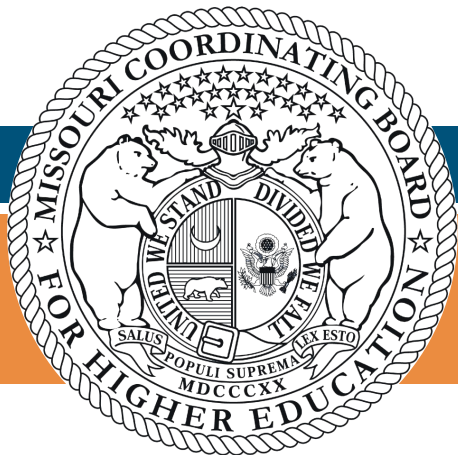
*Action Item*



General Business

**Coordinating Board for Higher Education**  
September 16, 2020

# Plan for December 2020 CBHE Meeting



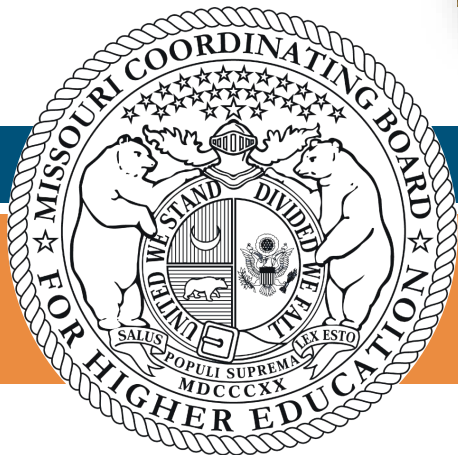
General Business

**Coordinating Board for Higher Education**  
September 16, 2020



# June 2021 CBHE Meeting Location

## University of Missouri – St. Louis



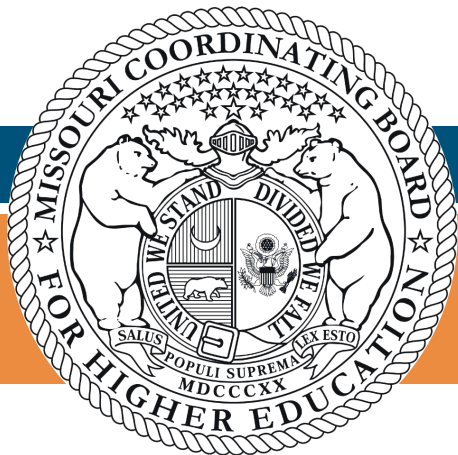
General Business

Tab 2

Coordinating Board for Higher Education  
September 16, 2020

# Appointment of CBHE Officer Nominating Committee

## *Information Item*

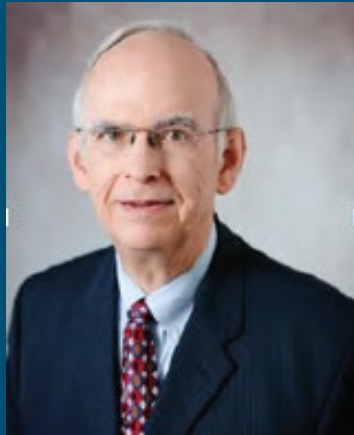


General Business

Tab 3

Coordinating Board for Higher Education  
September 16, 2020

# Nominating Committee



**Joe Cornelison**  
**At Large Member**



**Shawn Saale**  
**3<sup>rd</sup> District**



**Gary Nodler**  
**7<sup>th</sup> District**



General Business

Coordinating Board for Higher Education  
September 16, 2020

Tab 3

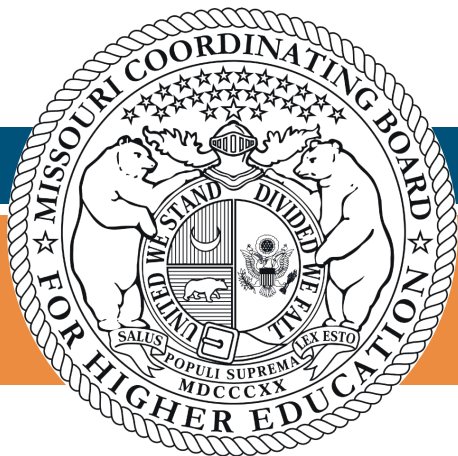
# Report of the Commissioner

## 2020 and 2021 Placemat

### *Action Item*

Zora Mulligan

Commissioner of Higher Education



Report of the Commissioner

Tab 4

Coordinating Board for Higher Education

September 16, 2020

# Happy Anniversary MDHEWD

Celebrating one year as a new department



On Aug. 28, 2019, we officially began our journey as a new department to empower Missourians with the skills and education needed for success.



Report of the Commissioner

Coordinating Board for Higher Education

September 16, 2020

# Missouri Leadership Academy

Fall 2020 MDHEWD Participants



**Samantha Dickey**  
Director of Strategic Initiatives



**Chuck Norris**  
Apprenticeship Coordinator



Report of the Commissioner

Coordinating Board for Higher Education

September 16, 2020



# David L. Wright Memorial Award

State Higher Education Executive Officers Association (SHEEO)



**Leroy Wade**  
**Deputy Commissioner**

*"Words used to describe Leroy Wade included fair, smart, genuine, honest, leader, trustworthy, respect, strength, commitment, and perhaps most important, student-focused."*



Report of the Commissioner

Coordinating Board for Higher Education

September 16, 2020

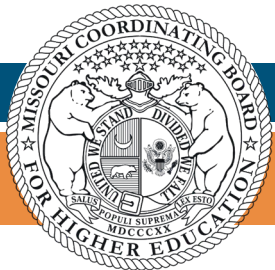
# Distributing Hand Sanitizer

The Office of Administration offered institutions 11,200 gallons of hand sanitizer



**37 institutions responded**

**2,800 cases were distributed**



Report of the Commissioner

Coordinating Board for Higher Education

September 16, 2020



# ENDURING THEMES

- 1 **RAISE AWARENESS OF OPTIONS**
- 2 **Get MORE MISSOURIANS ON A PATH TO SUCCESS**
- 3 **INCREASE QUALITY ATTAINMENT**
- 4 **MAKE DHEWD THE BEST PLACE TO WORK**
- 5 **DRIVE PERFORMANCE AND OUTCOMES**



# 2020 PLACEMAT GOALS

Raise Awareness of Options	More Missourians on a Path	Increase Quality Attainment
<p>Promote Big Goal/Five to Thrive</p> <p>Partner with PIOs to promote higher education</p>	<p>Expand Journey to College outreach to K-8 and adult high schools</p> <p>Benchmark best practices to increase FAFSA filing and implement plan</p> <p>Complete roll-out of Fast Track</p>	<p>Expand delivery of IRCs</p> <p>Expand apprenticeships and work-based learning options</p> <p>Develop quality attainment strategy for modern students</p> <p>Study, implement, and convene individuals around equity strategies</p>



# After Action Report: Wraparound Services

The wraparound services institutions offer – food and housing, health and mental healthcare, disability and other support services, career and career preparation, and access to technology, among many others – are vital to student success.



Report of the Commissioner

Coordinating Board for Higher Education

September 16, 2020

# After-Action Reports Provide Feedback

- A tool for institutions after their rapid response to COVID-19 in spring 2020
- Challenges, Successes, and Ensuring Success in the Future
- Process improvement and preparation for fall and beyond



Report of the Commissioner

Coordinating Board for Higher Education

September 16, 2020

# Everyone Faced Difficult Challenges

- Serving students across state lines
- Access
- Disjointed communication strategies
- Student engagement
- Familiarity with platforms

*“Unfortunately, with the advent of the [COVID-19] outbreak, it was determined that I may have been putting my family at risk of infection and was barred from re-entering the household after the first week of the outbreak. Since that time, I have been living out of my car, only having access to the internet from the driveway.”*

--Student



Report of the Commissioner

Coordinating Board for Higher Education

September 16, 2020

# Institutions Got Creative

- Boxed up food pantry items for pickup and delivery options
- Popup computer lab for commuter students
- Assigning students who need help to a volunteer staff mentor
- Re-tasking student employees to create new virtual services

*“It seems that online is [students’] comfort space, their environment... We’ve seen an improvement in how students respond to wraparound services in a virtual setting.”*

--Institution



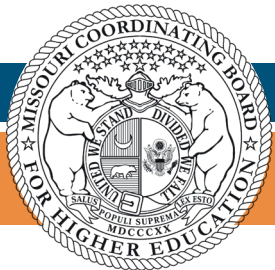
Report of the Commissioner

Coordinating Board for Higher Education

September 16, 2020

# Institutions Ensure Future Success

- Long-term emergency planning
- Mixed modality offerings
- Revamped student advising
- Communication
- Campus planning



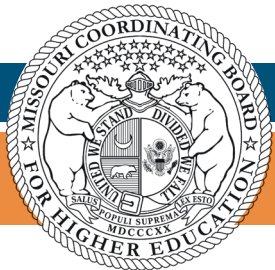
Report of the Commissioner

Coordinating Board for Higher Education

September 16, 2020

# Institutions Respond to Pandemic

*“Normal will look different. It has forced the school to look at any barriers in the way of their students’ success going forward.”*



Report of the Commissioner

Coordinating Board for Higher Education

September 16, 2020



# Future After Action Reports to be Published

- Dec 2020: Best Practices Around the Country
- Feb 2021 (estimated): Effects of COVID-19 Pandemic on Student Equity Issues



Report of the Commissioner

Coordinating Board for Higher Education

September 16, 2020

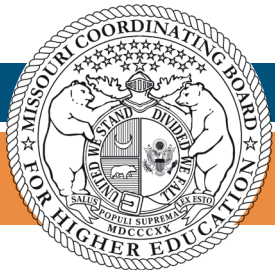
# 2021 PLACEMAT GOALS

Raise Awareness of Options	More Missourians on a Path	Increase Quality Attainment	Make DHEWD the Best Place to Work	Drive Performance and Outcomes
<p>(1) Promote the value of postsecondary education and the 60% education attainment goal (OC, OC&amp;O)</p> <p>(2) Make it easier for citizens and staff to find information on the department's websites (OC&amp;O)</p> <p>(3) Use disaggregated data to tell Missouri's postsecondary education and workforce story and inform decision-making (OP&amp;S)</p>	<p>(4) Reengineer the customer delivery model for Missouri Job Centers (OWD)</p> <p>(5) Increase affordability and accessibility of high-demand workforce programs (Ops)</p> <p>(6) Serve more diverse Missourians in postsecondary and workforce programs to advance equity (OWD, OPP)</p>	<p>(7) Increase quantity and improve quality of postsecondary education data (OPP, OP&amp;S)</p> <p>(8) Lead a discussion about the value of higher education, challenges, and opportunities facing Missouri colleges and universities (OC)</p> <p>(9) Increase alignment of postsecondary education with workforce needs (OWD)</p>	<p>(10) Increase staff engagement in department-wide activities and understanding of office roles (OC)</p> <p>(11) Make the work easier and more efficient by creating digital processes (Ops, OC)</p>	<p>(12) Improve the management of financial resources through implementation of the enterprise resource planning system (Ops)</p>



# Recommendation

Staff recommend that the Coordinating Board approve 2021 strategic placemat, direct staff to proceed, and request regular updates on progress.

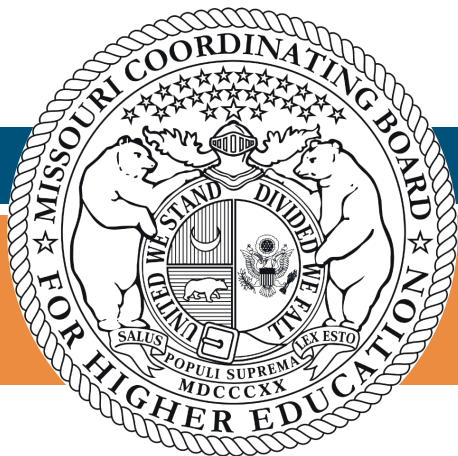


# Report of the Commissioner

## COVID-19

### *Information Item*

**Zora Mulligan**  
**Commissioner of Higher Education**



Report of the Commissioner

Tab 5

**Coordinating Board for Higher Education**  
**September 16, 2020**

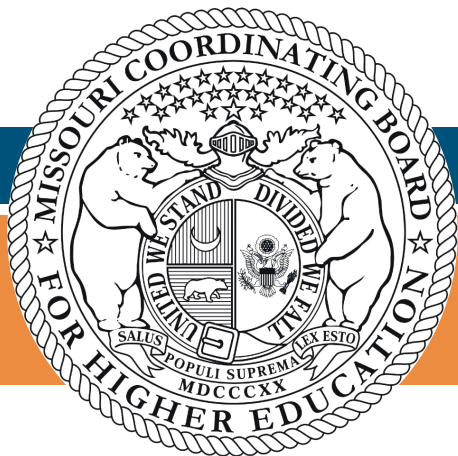
# Report of the Commissioner

## Update on Equity Strategies

### *Information Item*

Zora Mulligan

Commissioner of Higher Education



Report of the Commissioner

Tab 6

Coordinating Board for Higher Education

September 16, 2020

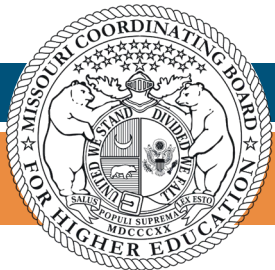
# Equity Vision and Goal

## Vision

Every Missouri empowered with the skills and education needed for success.

## Goal

To reduce educational and workforce achievement gaps in diverse populations through promoting student success, leadership development, career attainment, and upward mobility.



# Three Areas of Equity Focus

CONVENE	PARTNERS	INTERNAL
<p>Bridges to Success Webinars</p> <p>Equity Report</p>	<p>Broadband Expansion</p> <p>MoEASE/Equity Statement</p> <p>Higher Education Institution Survey</p>	<p>Audit</p> <p>Leadership Development</p> <p>WIDE</p>



# Highlight of 2020 Initiatives

Project	Action	Deadline
Bridges to Success	Monthly equity webinars	Begin September
Higher Education Institution Survey	Receive report; consider recommendations	Begin September
Internal Audit/Leadership Development	Identify goals	October
Equity Report	Publish	October
Broadband Expansion Project	Pilot Greene County grant program	December
MoEASE	Define first hub project	December
Equity Statement	Present to CBHE	December
WIDE	Develop departmental council	December

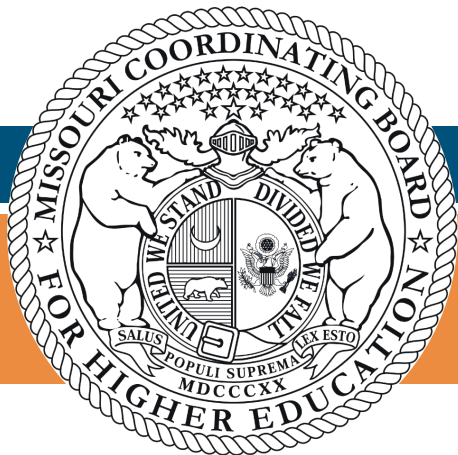




# Update on Equity Strategies: Educational Broadband Expansion Project

## *Information Item*

**Francine Pratt**  
**Missouri College Access Network**



Report of the Commissioner

**Coordinating Board for Higher Education**  
**September 16, 2020**



## **Educational Broadband Expansion Project**

Missouri College Access Network

Department of Elementary and  
Secondary Education

Department of Higher Education and  
Workforce Development



# Mission

*The mission of the Missouri College Access Network (MOCAN) is to increase career and college awareness, preparation, access, and completion in Missouri, particularly for the underrepresented and underserved.*



# Partnership Background

- COVID -19 quickly caused conversion to online learning for K-12 and Higher Education
- DHEWD conducted a survey April 2020 to determine impact and found that under 25% lacked access to broadband internet and/or digital devices
- DESE and DHEWD partnership focused on broadband access and MOCAN joined partnership

**Theme: What can we do?**



# Survey Results

- Lack of access and affordability to internet
- Lack of devices with campuses closed
- Students of Color and Students Eligible for Free & Reduced Lunch or Pell Grants were impacted the most



# Recommendations

- Apply for grants
- Work with businesses and organizations to expand coverage
- Create fliers identifying businesses and organizations with internet beyond their building for areas with 50-90% no broadband access – distribute fliers locally
- Work with MU Extension with a focus on Howell County next



# Greene County Care Funds Grant

**Focus** - Students of Color and Students eligible for Free & Reduced Lunch or Pell Grants and Provide:

- Internet Access and Resources in or Near Greene County Rural Areas
- Devices for Higher Education Students
- Tutoring and Mentoring
- Outreach to share information about new DHEWD education & training programs



# **New Information: Springfield Public Schools & Ozarks Technical Community College 2020 Fall Semester**

**Preliminary Findings** - Highest percentage of students with demographics chose online option:

- Students of Color K-12 and OTC
- Free and reduced lunch eligible
- Pell eligible





# Next Steps

- Survey K-12 and Higher Education for demographics of students who chose online vs on campus/hybrid
- Apply for Other Grants
- Focus on South Central (27,921 K-12 and 4,918 Higher Education Students) - Howell County:
  - 50% Broadband
  - 8.7% Unemployment (May 2020)
  - 22% Poverty Level (May 2020)
  - 9 of 10 counties have populations where 50 - 90% have no broadband connectivity

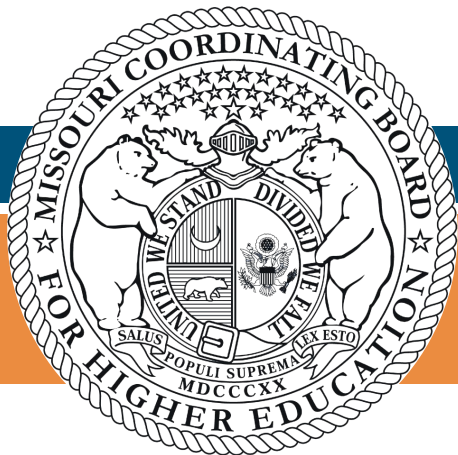


תודה  
Dankie Gracias  
Спасибо شكراً  
Merci Takk  
Köszönjük Terima kasih  
Grazie Dziękujemy Děkojame  
Ďakujeme Vielen Dank Paldies  
Kiitos Tänname teid 谢谢  
**Thank You** Tak  
感謝您 Obrigado Teşekkür Ederiz  
Σας ευχαριστούμε 감사합니다  
Bedankt Дěkujeme vám  
ありがとうございます  
Tack



# Update on Equity Strategies: Higher Education Institution Equity Survey *Information Item*

Dr. Kimberly Beatty, Metropolitan Community College  
Dr. John Jasinski, Northwest Missouri State University



Report of the Commissioner

Coordinating Board for Higher Education  
September 16, 2020



# DEPARTMENT OF HIGHER EDUCATION & WORKFORCE DEVELOPMENT

## Diversity, Equity, and Inclusion - Survey of Missouri Colleges

*July 2020*



# Introduction

---

A survey was created to gather information on practices regarding diversity, equity, and inclusion (DEI) efforts at Missouri higher education institutions. The project was a collaborative effort between Missouri Department of Higher Education and Workforce Development, Metropolitan Community College (MCC), and Northwest Missouri State University.

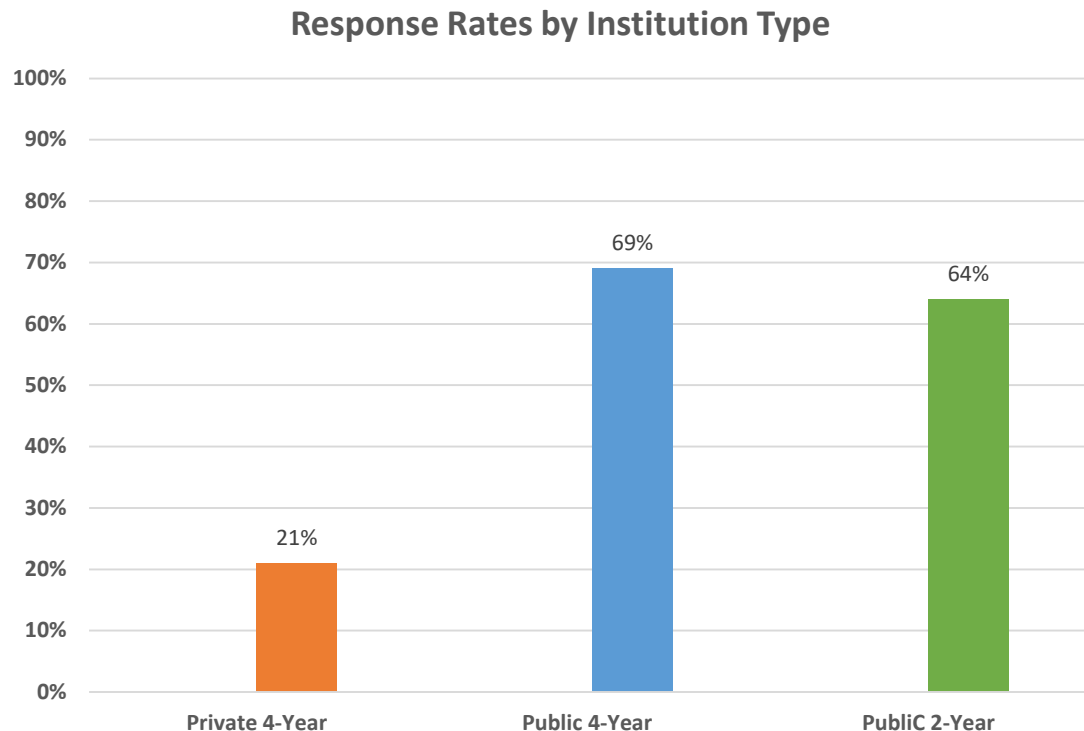
- The survey was made available to all Missouri institutions.
  - There were 24 respondents out of 51 institutions surveyed for an overall 47% response rate.
  - There were three sections: Demographic information, DEI resources/planning, Law Enforcement Strategies.
-

# A Snapshot: Survey Respondents

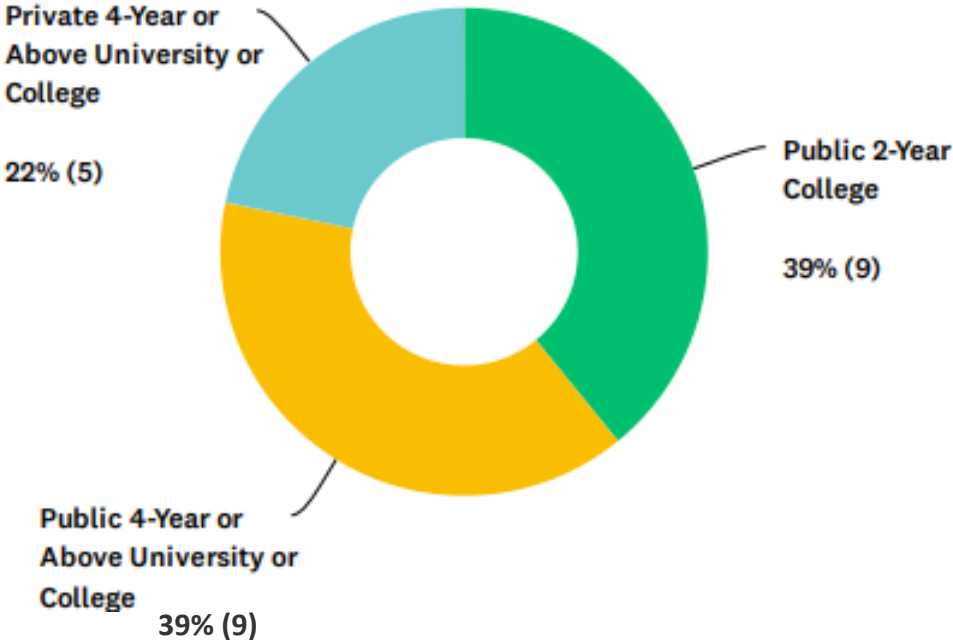
# Respondents by Sector

---

- There were 24 Private Four-Year, 13 Public Four-Year, and 14 Public Two-Year institutions surveyed.
- Response rates by sector are shown below.



# Survey Demographics



NOTE: One additional Institution selected the "Other" category

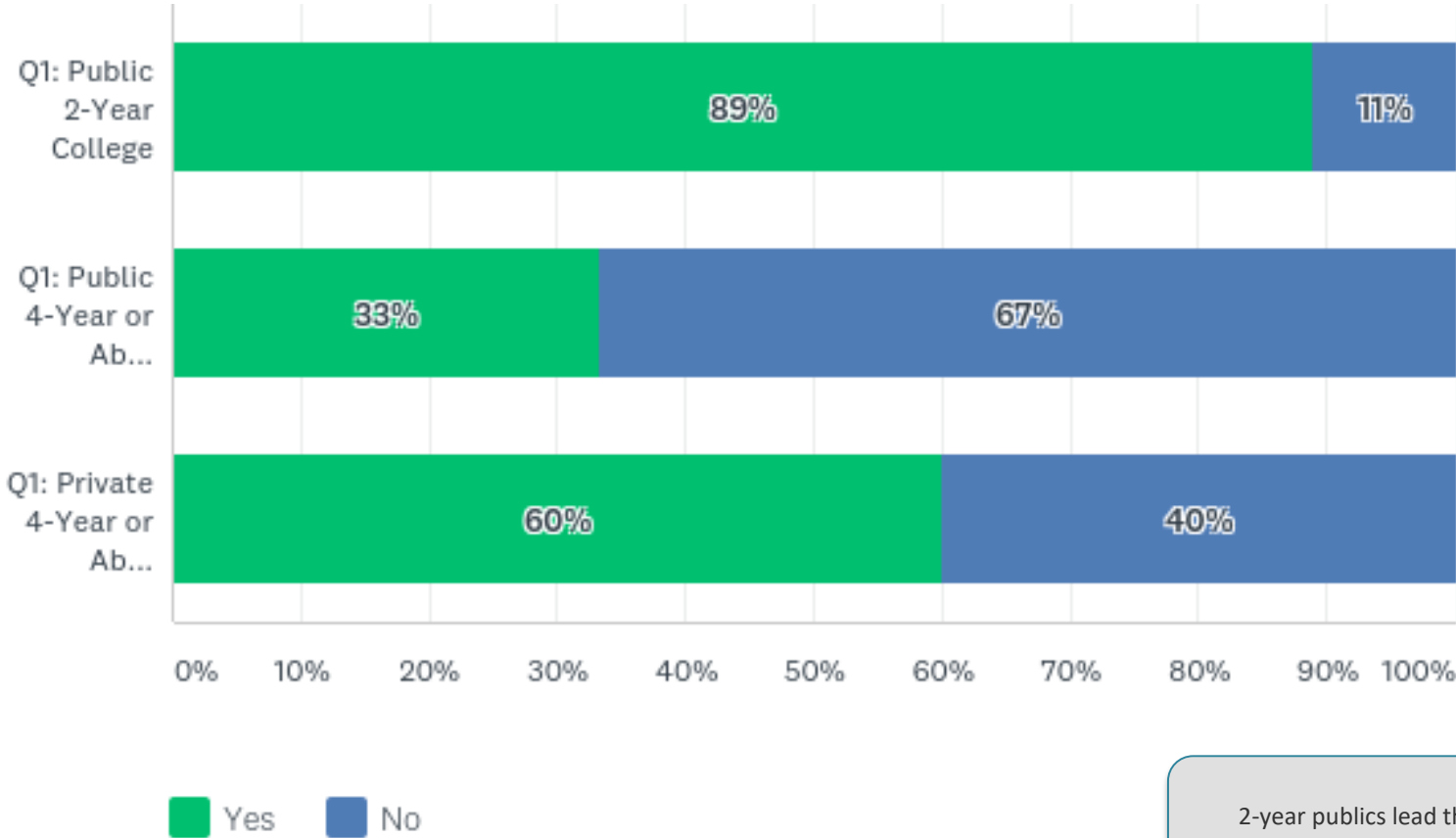




# Diversity, Equity, and Inclusion

# Q4: Is Diversity, Equity, and Inclusion (DEI) training (professional development) required for your employees?

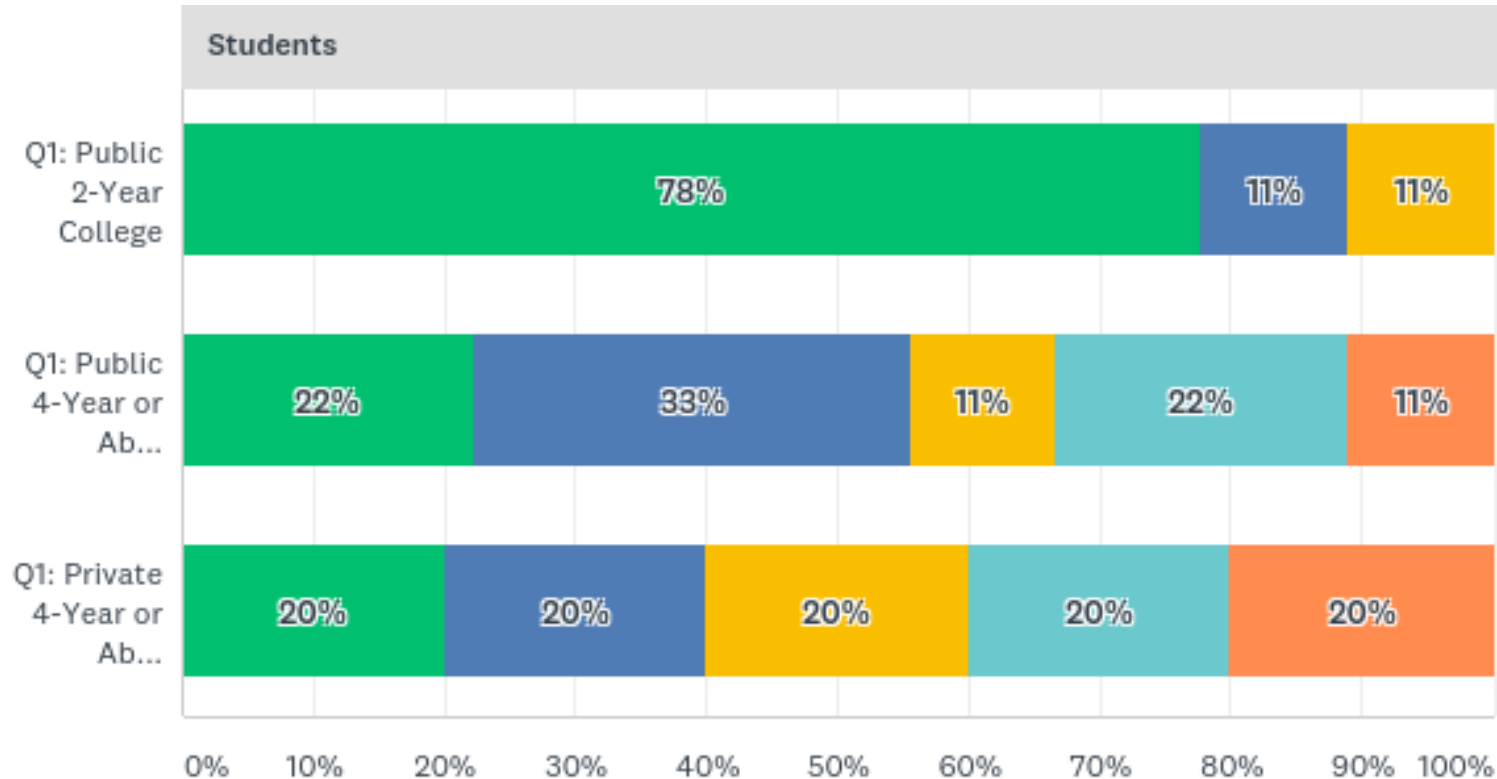
Answered: 23 Skipped: 0



2-year publics lead the way on requiring training.

# Q5: What is the amount of DEI professional development events available to the following employee groups on an annual basis?

Answered: 23 Skipped: 0

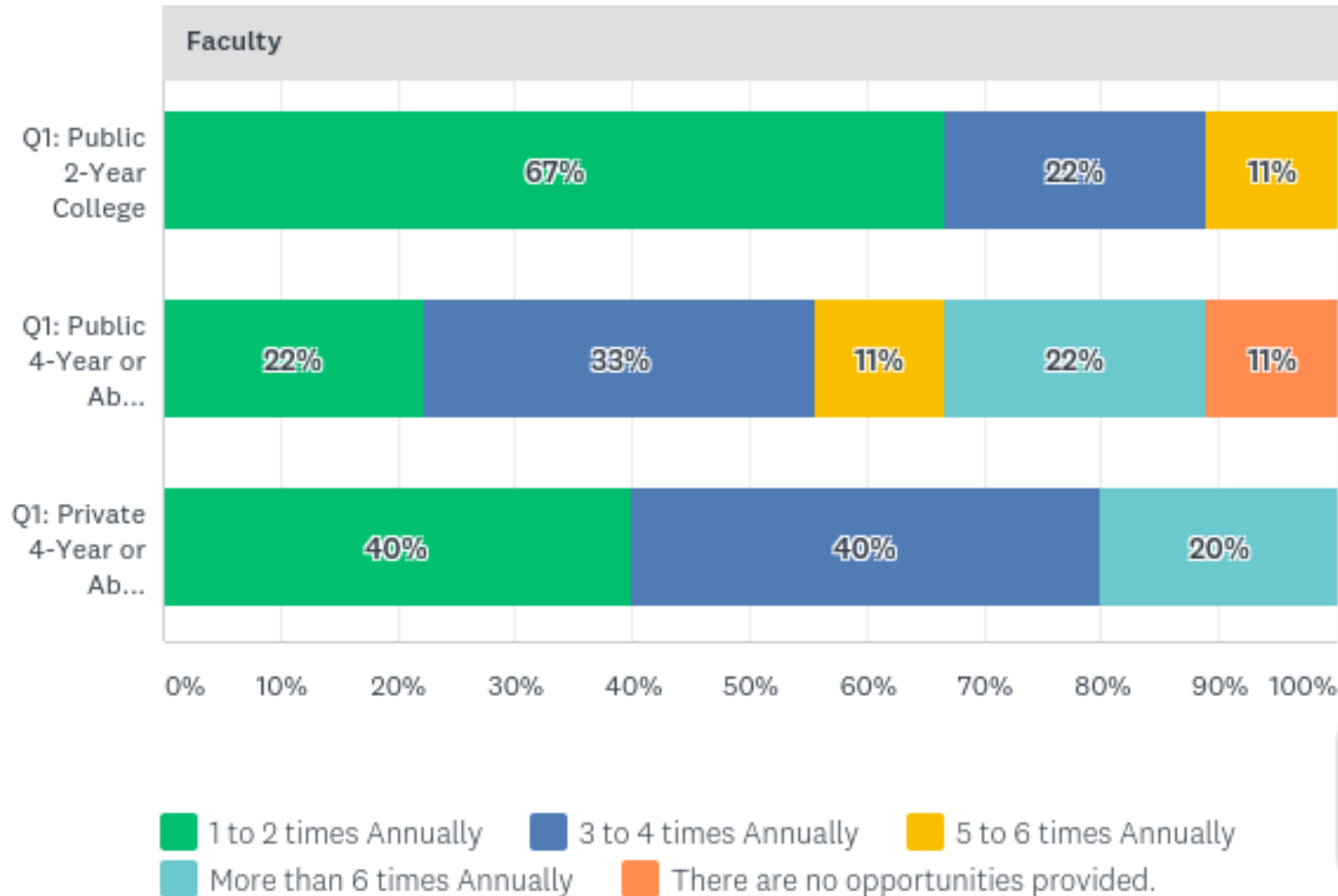


- 1 to 2 times Annually
- 3 to 4 times Annually
- 5 to 6 times Annually
- More than 6 times Annually
- There are no opportunities provided.

Amount of training for students is variable.

# Q5: What is the amount of DEI professional development events available to the following employee groups on an annual basis?

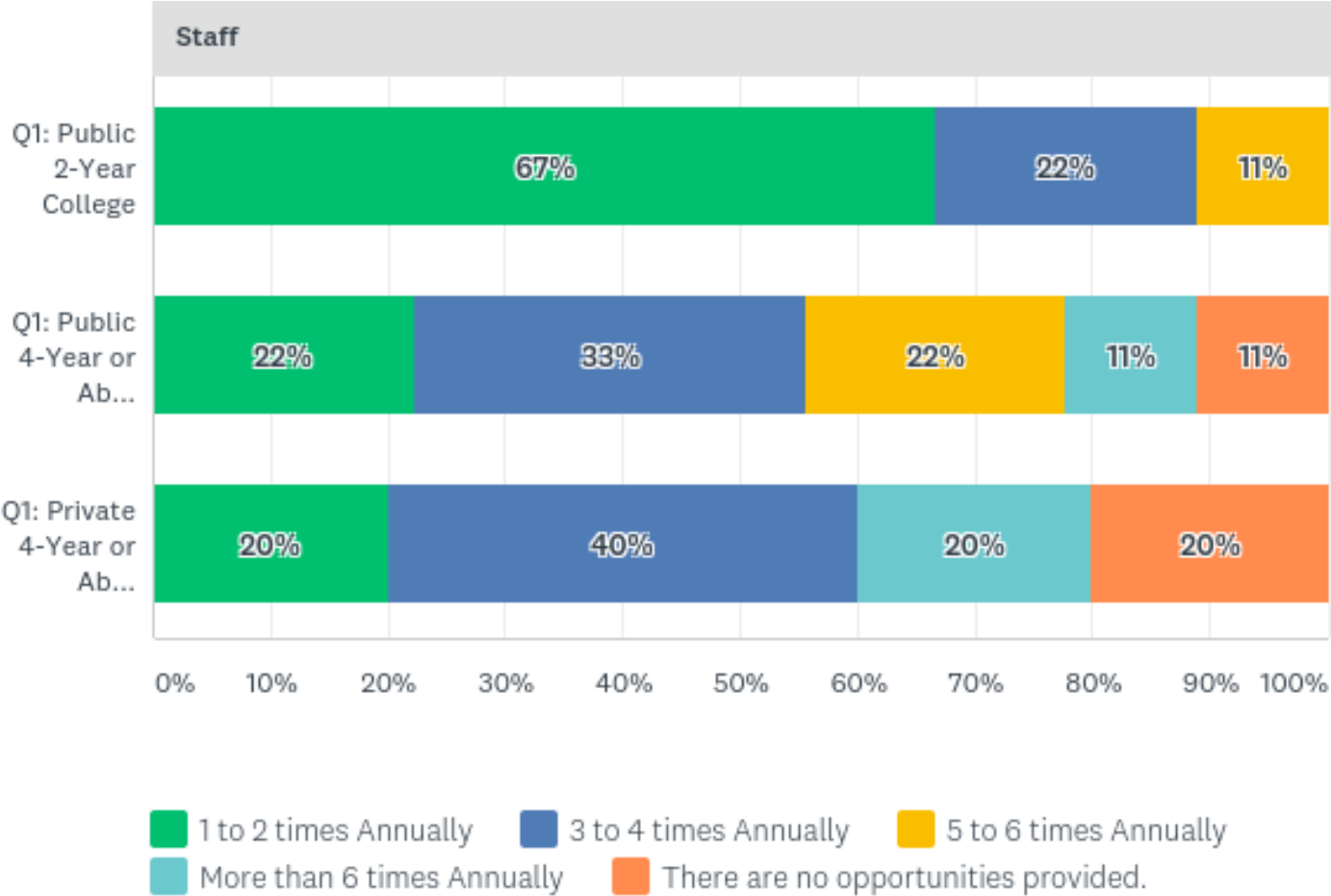
Answered: 23 Skipped: 0



Amount of training for faculty is variable.

# Q5: What is the amount of DEI professional development events available to the following employee groups on an annual basis?

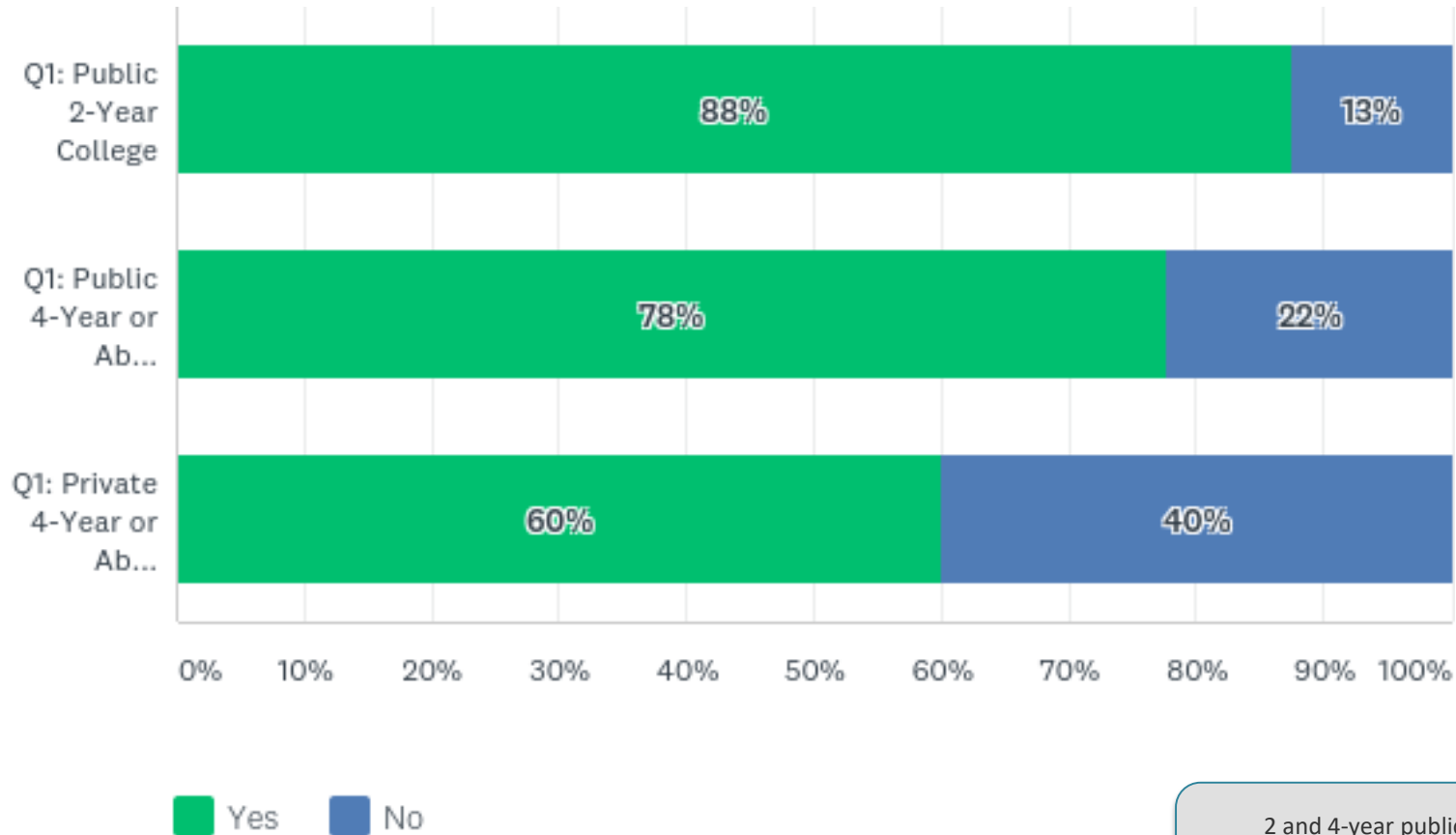
Answered: 23 Skipped: 0



Amount of training for staff is variable.

# Q6: Is Diversity, Equity, and Inclusion (DEI) incorporated in your institution's strategic plan?

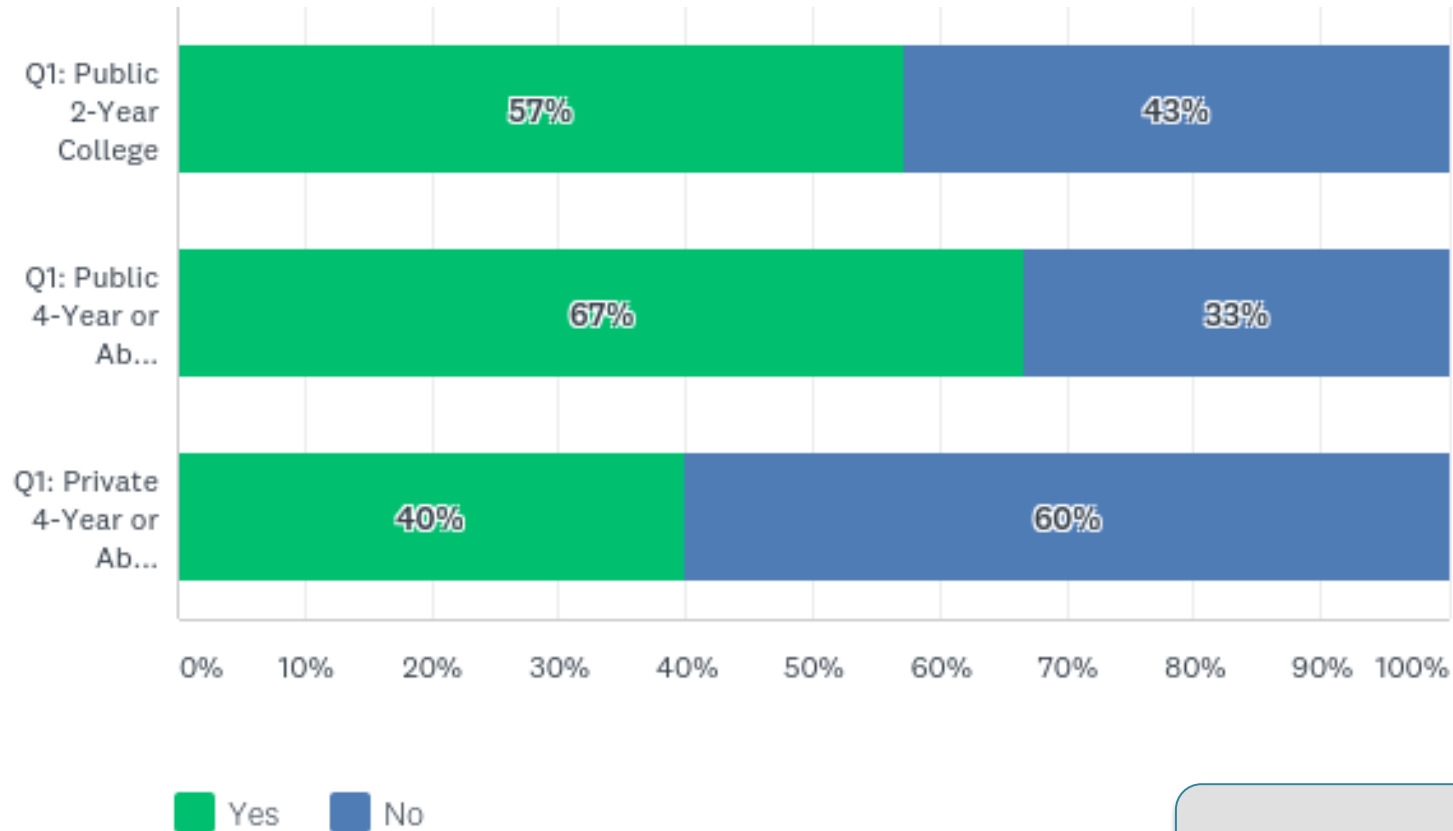
Answered: 22 Skipped: 1



2 and 4-year publics lead the way on incorporating DEI into institutional strategic plans.

# Q7: Does your college have a Diversity, Equity, and Inclusion (DEI) strategic plan?

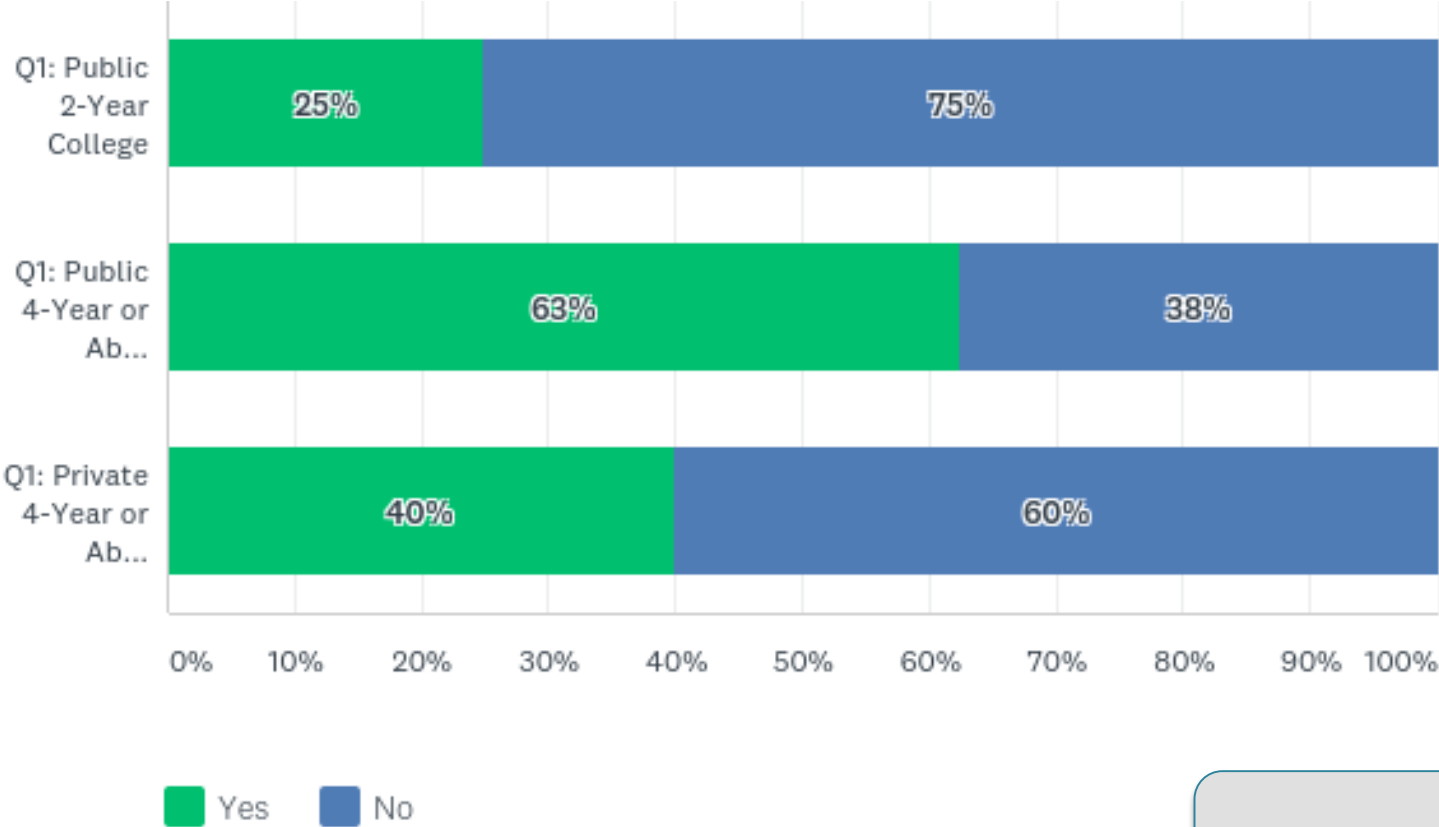
Answered: 22 Skipped: 1



4-year publics slightly lead the way on having a DEI strategic plan.

# Q8: Is there a Diversity, Equity, and Inclusion (DEI), cultural, global education-related curriculum requirement required for your students?

Answered: 22 Skipped: 1

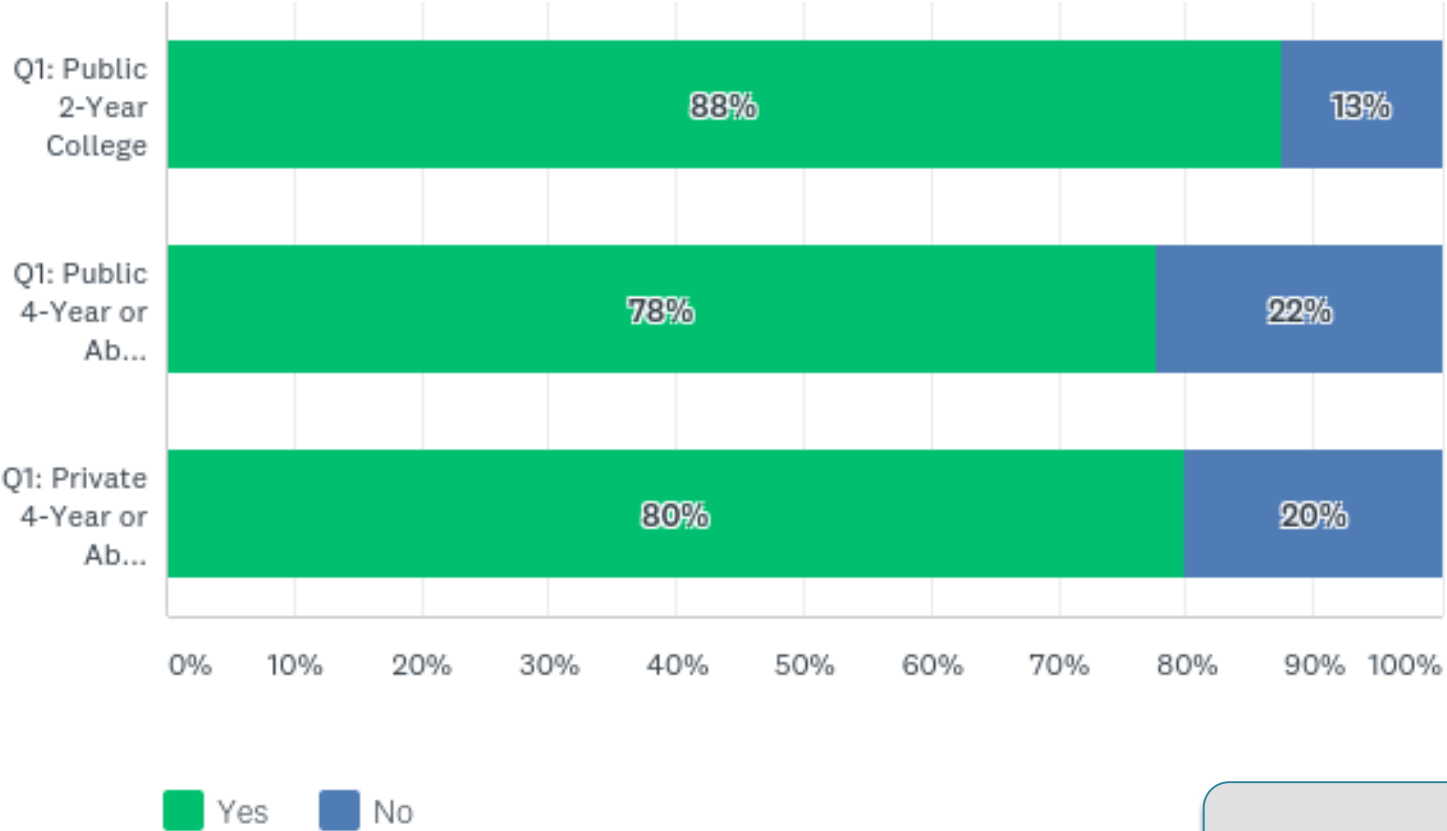


4-year publics lead the way in having DEI-related components within the curriculum.



# Q9: Does your college have procedures in place to ensure Diversity, Equity, and Inclusion (DEI) are a part of the recruitment/hiring process?

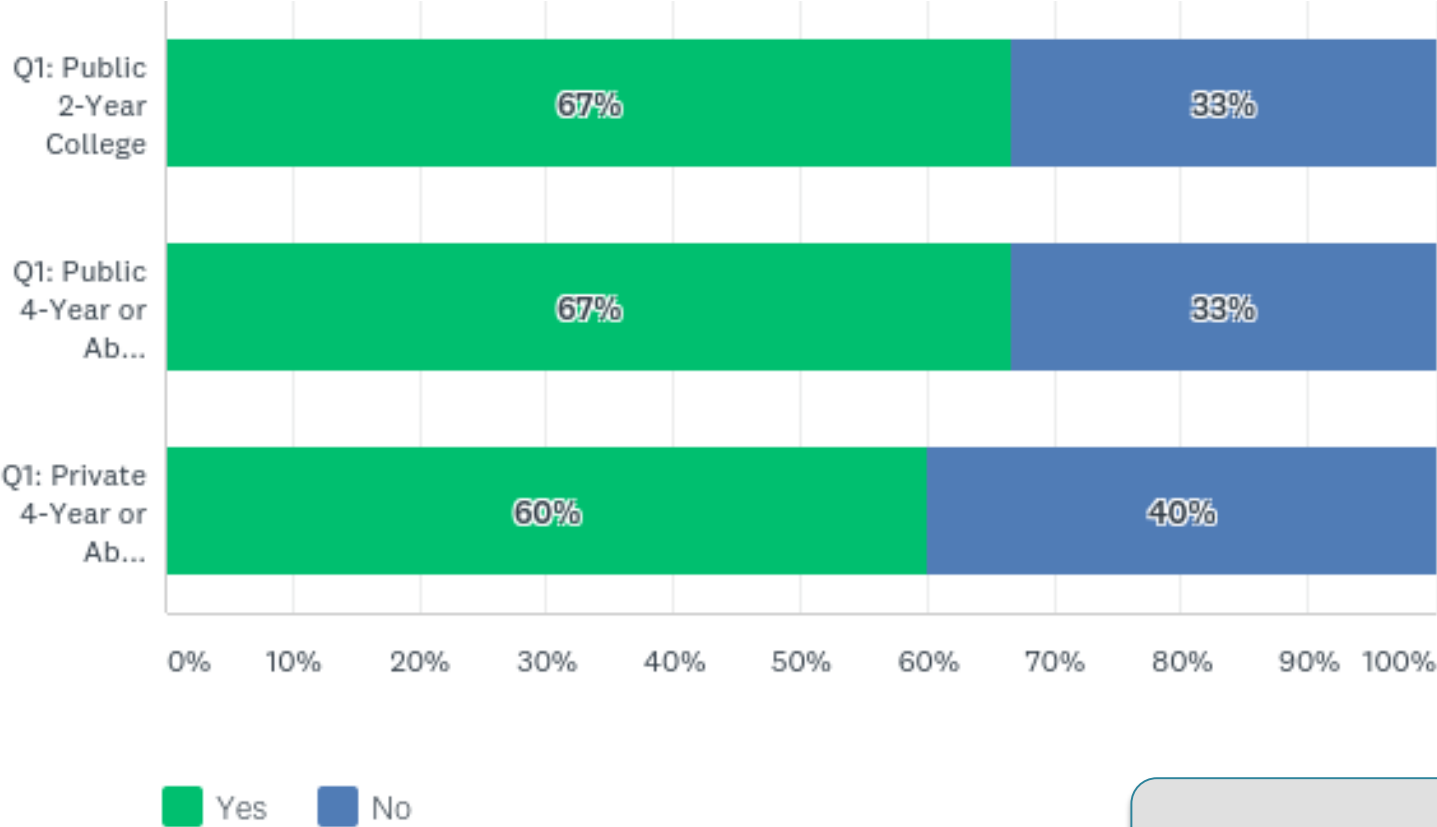
Answered: 23 Skipped: 0



DEI recruitment/hiring procedure adoption is consistent across sectors.

# Q10: Does your institution have a Diversity, Equity, and Inclusion (DEI) office or a designated person to address these issues?

Answered: 23 Skipped: 0

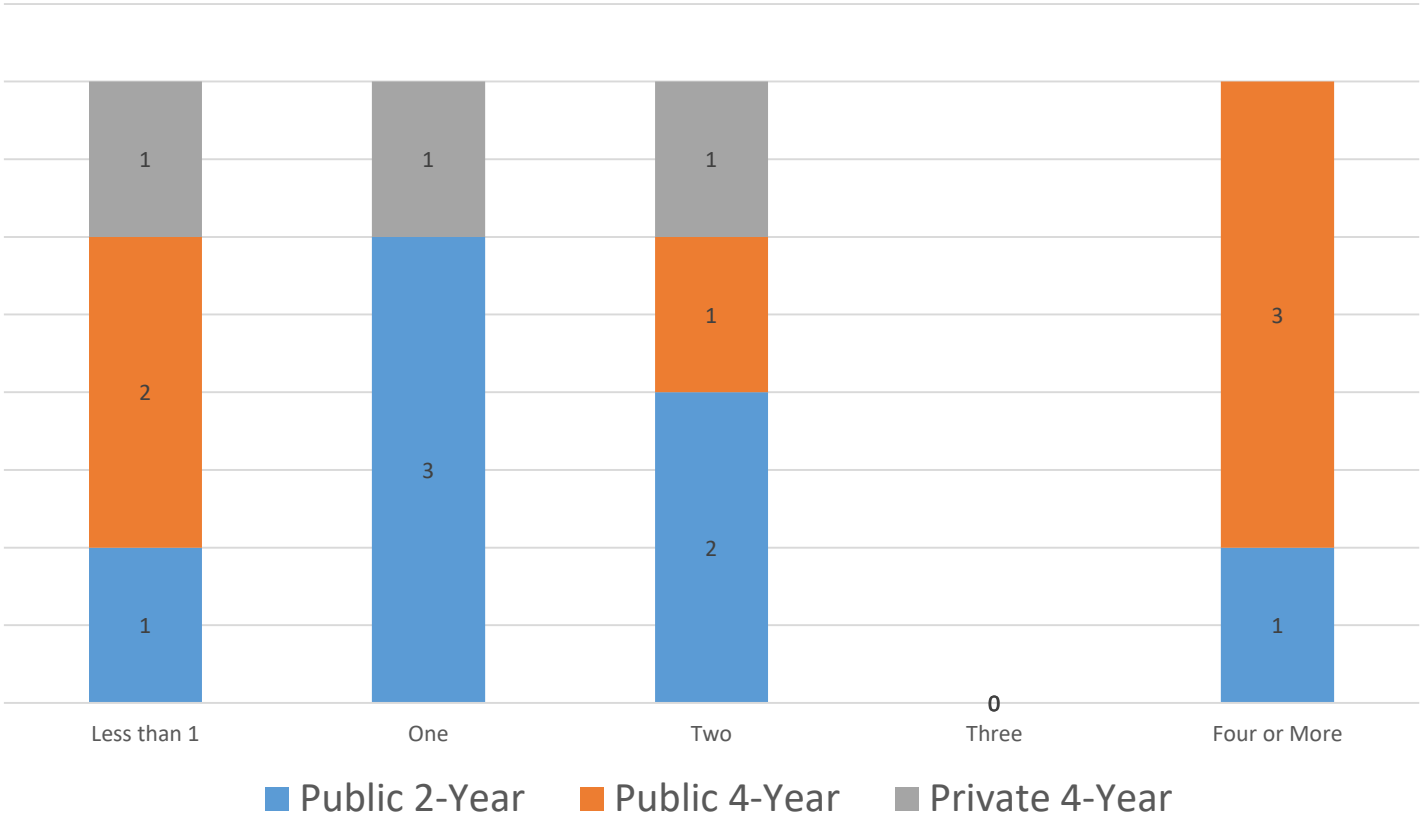


Sector consistency for DEI office or designated person.

# Q11: What is the full-time equivalent (FTE) headcount of the Diversity, Equity, and Inclusion (DEI) function?

Answered: 19 Skipped: 4

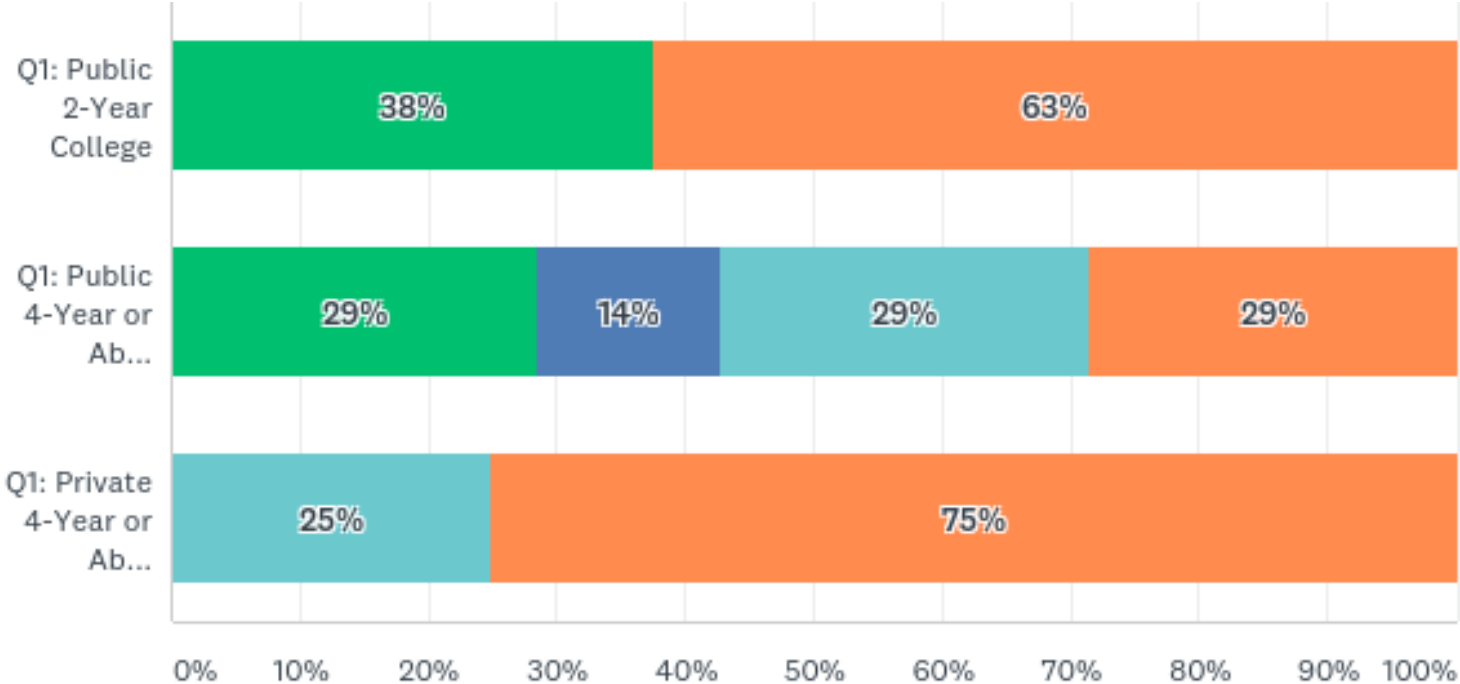
FTE by Institution Type



Variability of DEI FTE by sector/size.

# Q12: In which division/department is the Diversity, Equity, and Inclusion (DEI) function primarily located?

Answered: 19 Skipped: 4



- President/Chief Executive Officer
- Provost/Chief Academic Officer
- Business Affairs
- Student Affairs/Student Services
- Other (please specify)

DEI reporting lines are variable by sector (and we know there is varying reasoning as well).

## Q12: In which division/department is the Diversity, Equity, and Inclusion (DEI) function primarily located?

---

Other: 10

Other: Please Specify	N
Human Resources	4
Student Services and Human Resources	1
People & Talent	1
Legal	1
Chancellor's Office	1
CEO, the Provost, and the VC/Student Affairs	1
Accreditation and Assessment	1

# Q13: Within that division/department, who does the Diversity, Equity, and Inclusion (DEI) function report to?

Answered: 19 Skipped: 4

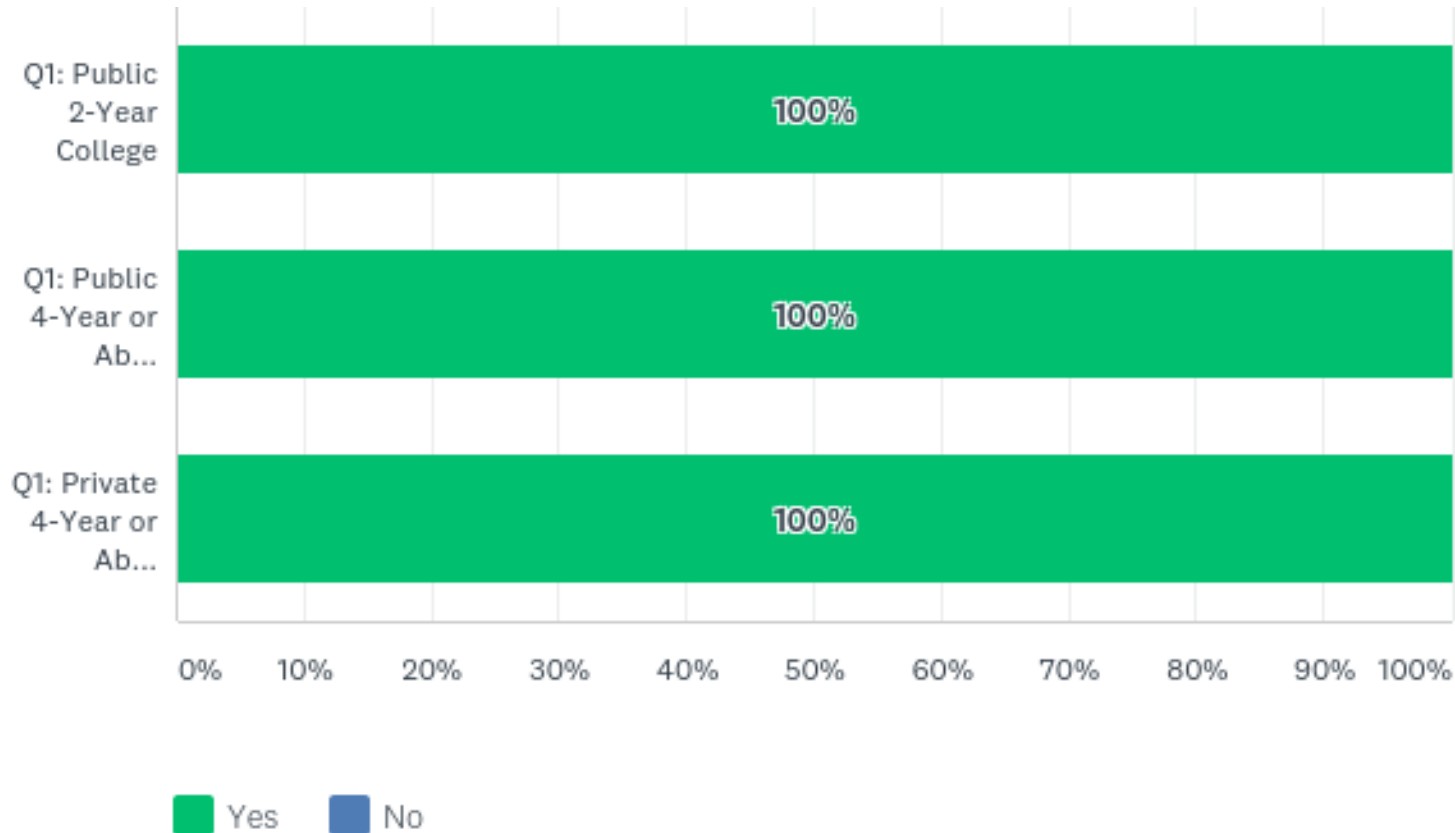


■ Chief/Executive Cabinet-level   ■ Associate/Assistant-level  
■ Other (please specify)

DEI reports to Chief/Executive Cabinet-level members across all sectors.

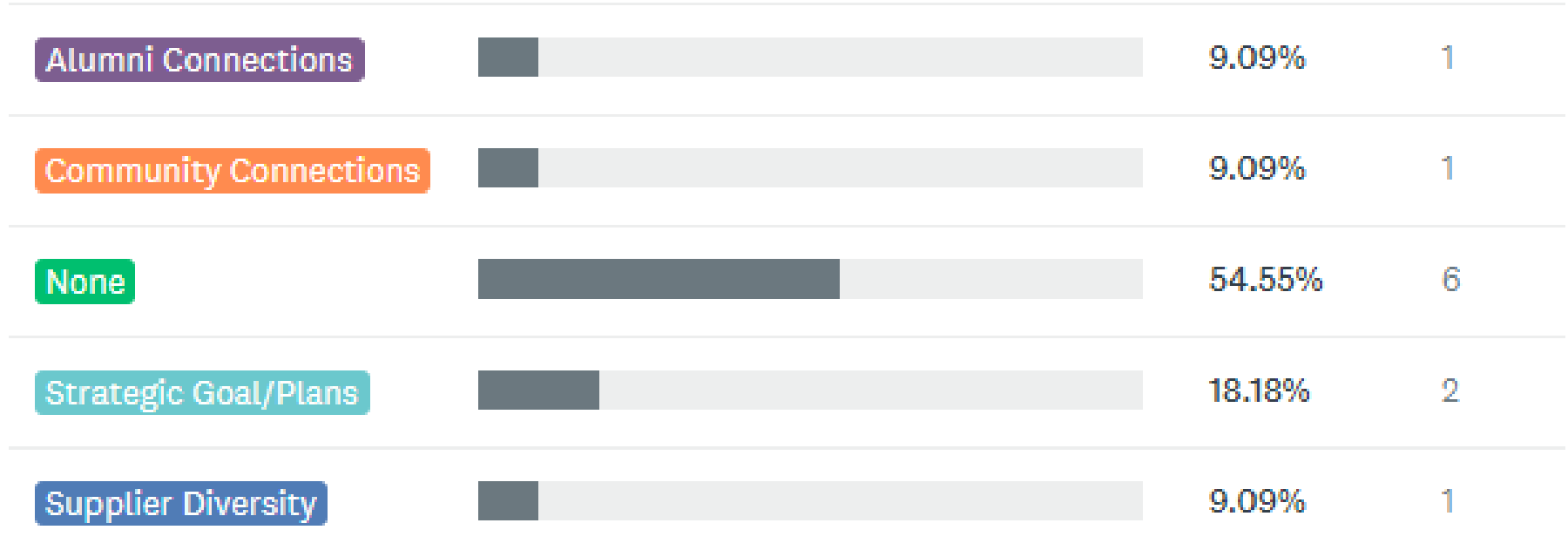
# Q14: Are there Diversity, Equity, and Inclusion (DEI) strategies at your college on the horizon?

Answered: 23 Skipped: 0



# Q15: Are there other Diversity, Equity, and Inclusion (DEI) - infused strategies we haven't addressed that you would like to share?

Answered: 11 Skipped: 13



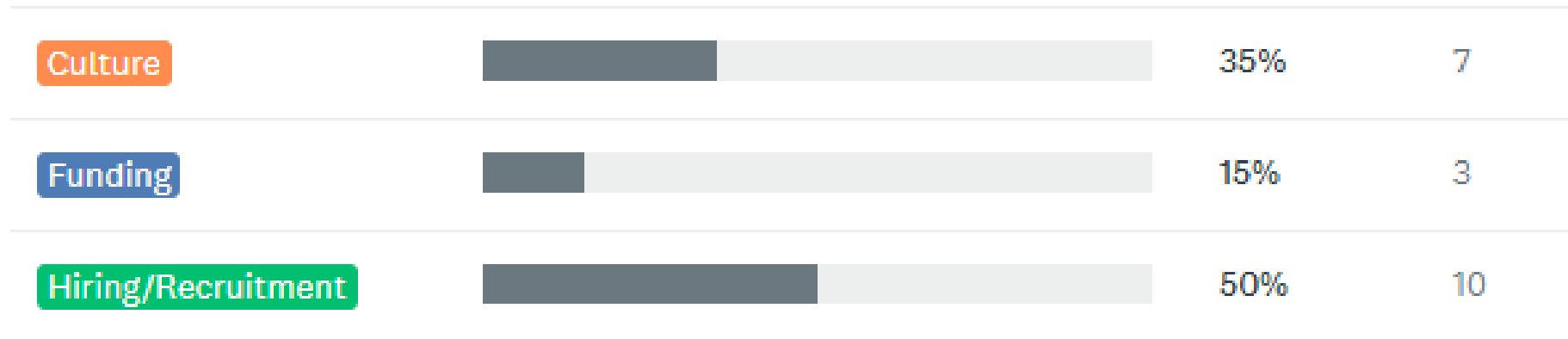
No consensus on other strategies not addressed.



# Q20: Regarding Diversity, Equity, and Inclusion (DEI) efforts, please share any struggles your institution may have.

Answered: 20 Skipped: 4

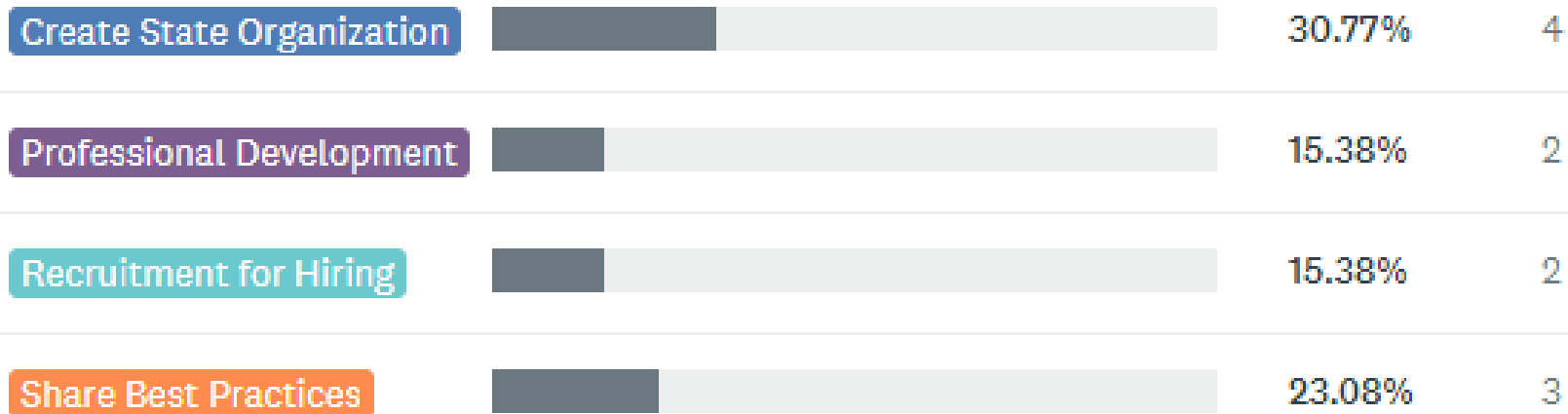
## Areas of Concern:



# Q21: Regarding Diversity, Equity, and Inclusion (DEI), please list any areas of assistance we could provide.

Answered: 13 Skipped: 11

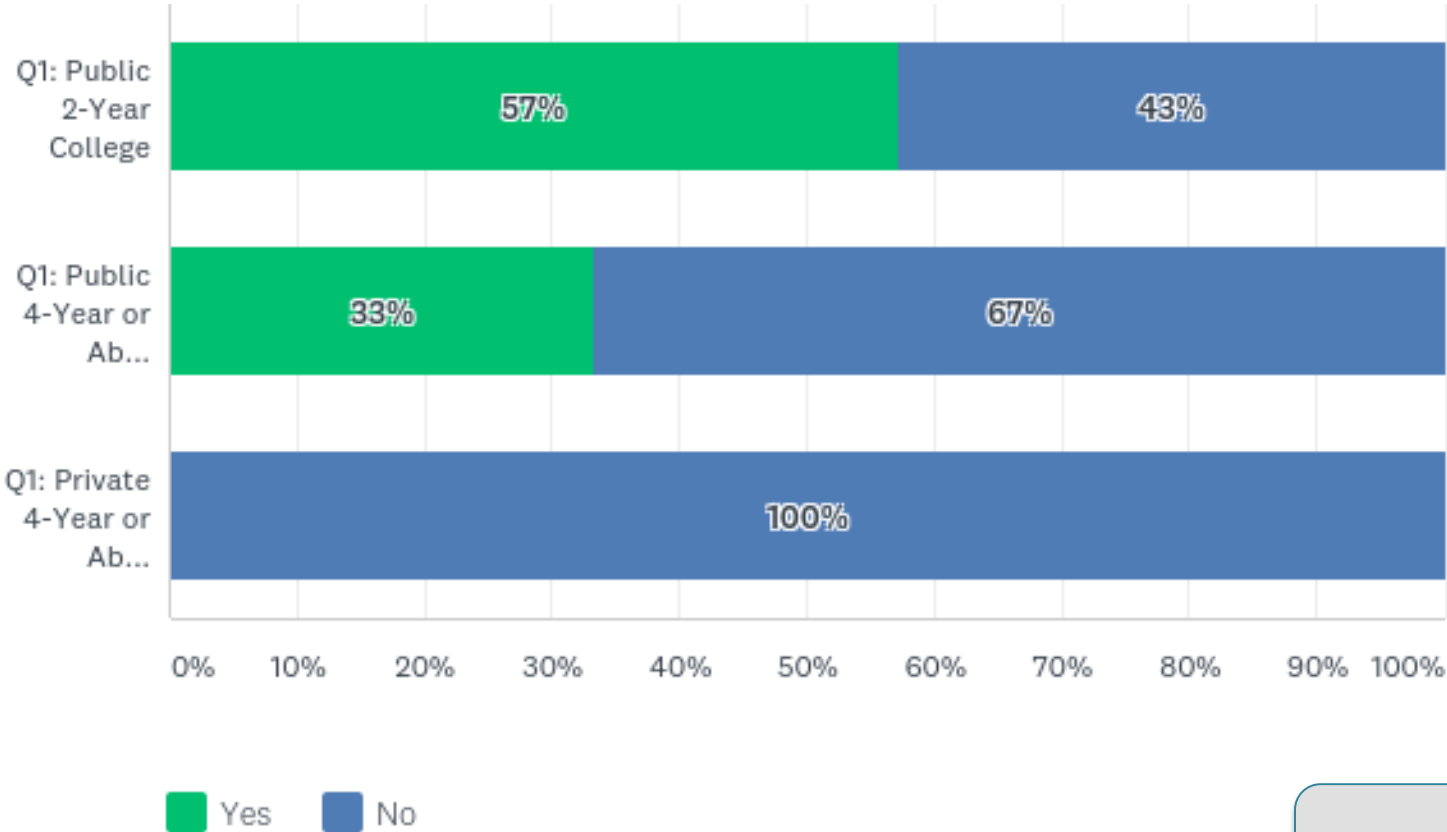
## Suggested Areas of Assistance:



# Law Enforcement

# Q16: Does your college have a police training academy?

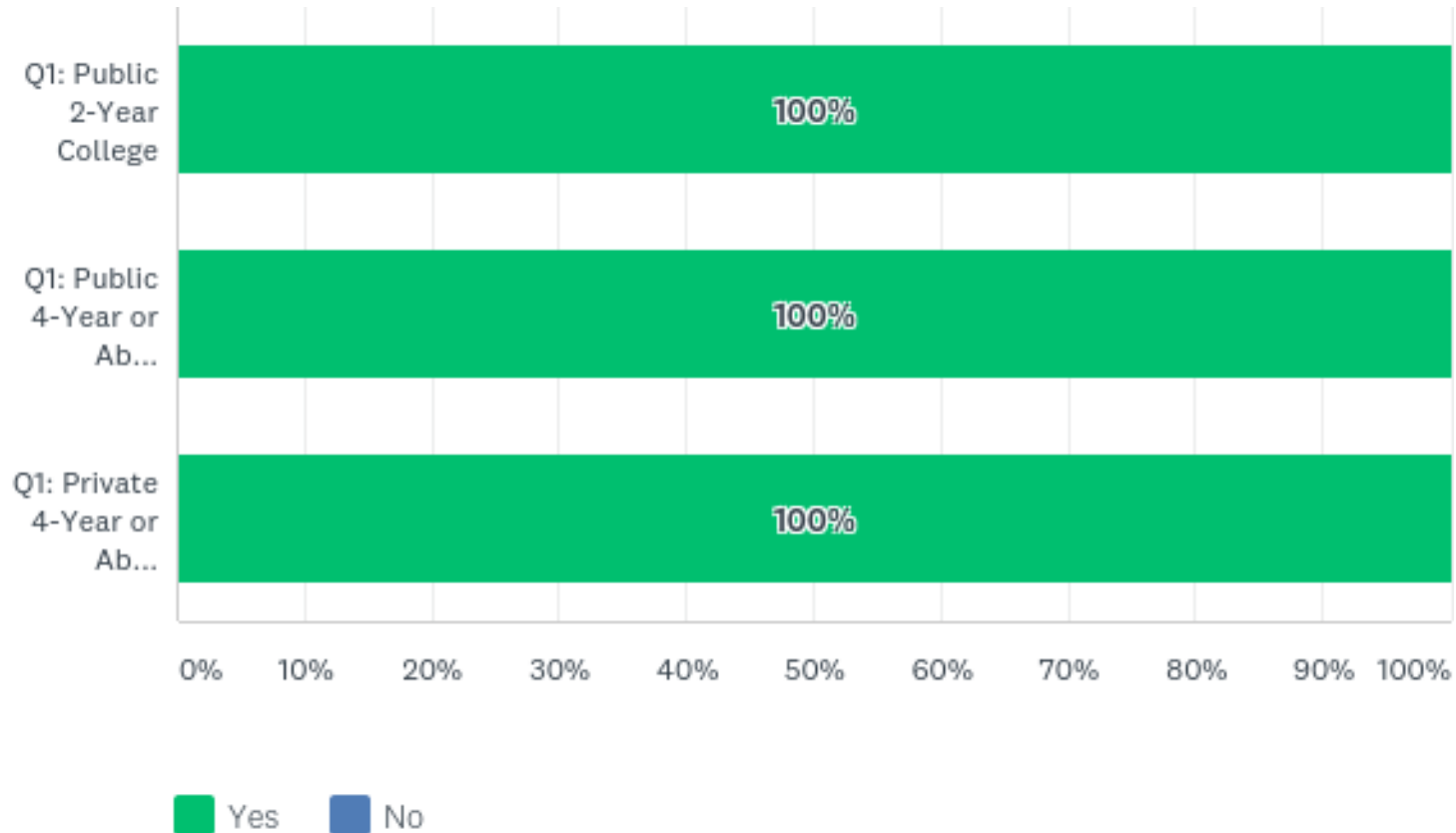
Answered: 23 Skipped: 0



Police academies are predominantly at 2-year publics.

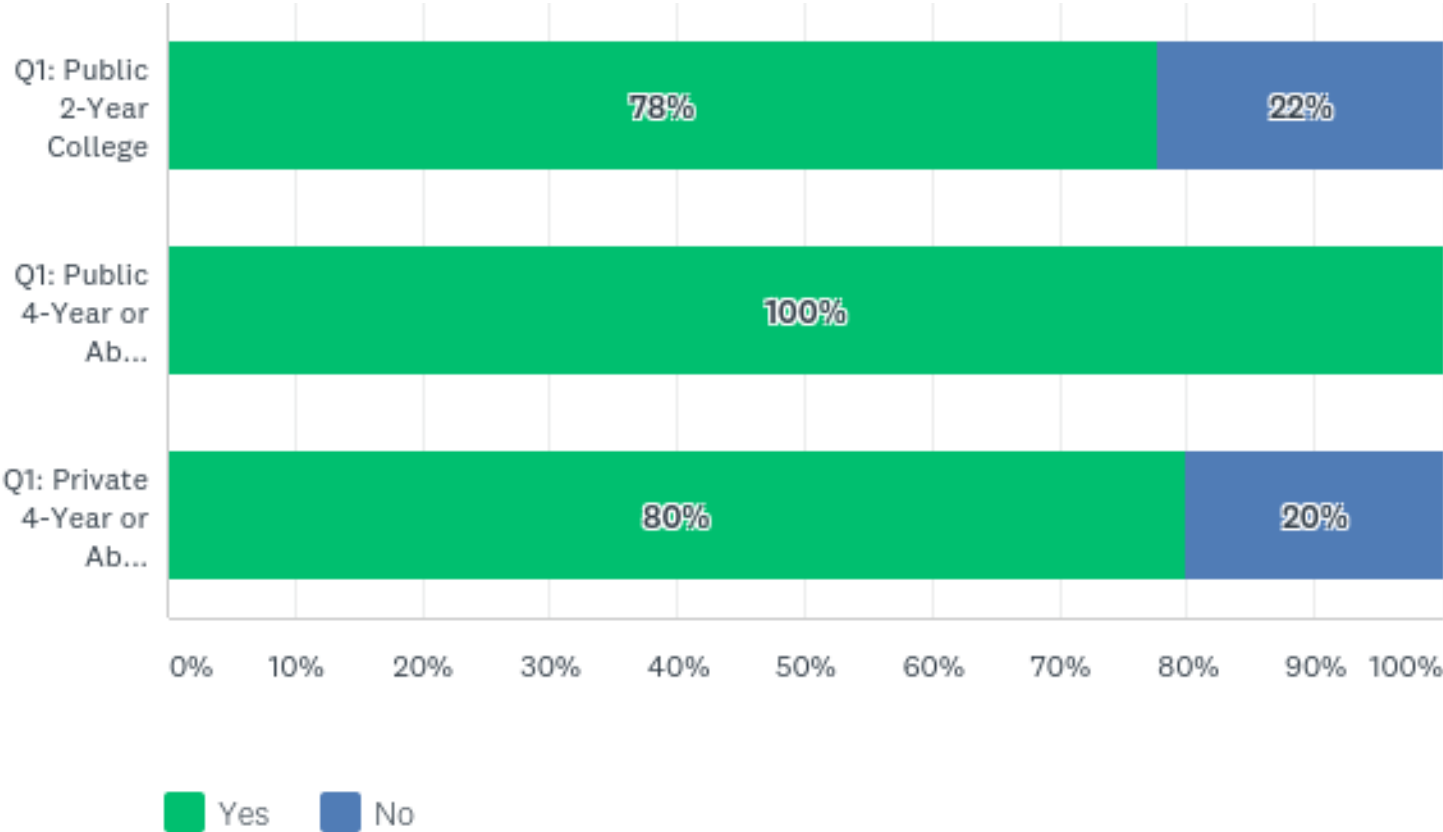
# Q17: Are there any Diversity, Equity, and Inclusion (DEI) elements included in their police training?

Answered: 10 Skipped: 13



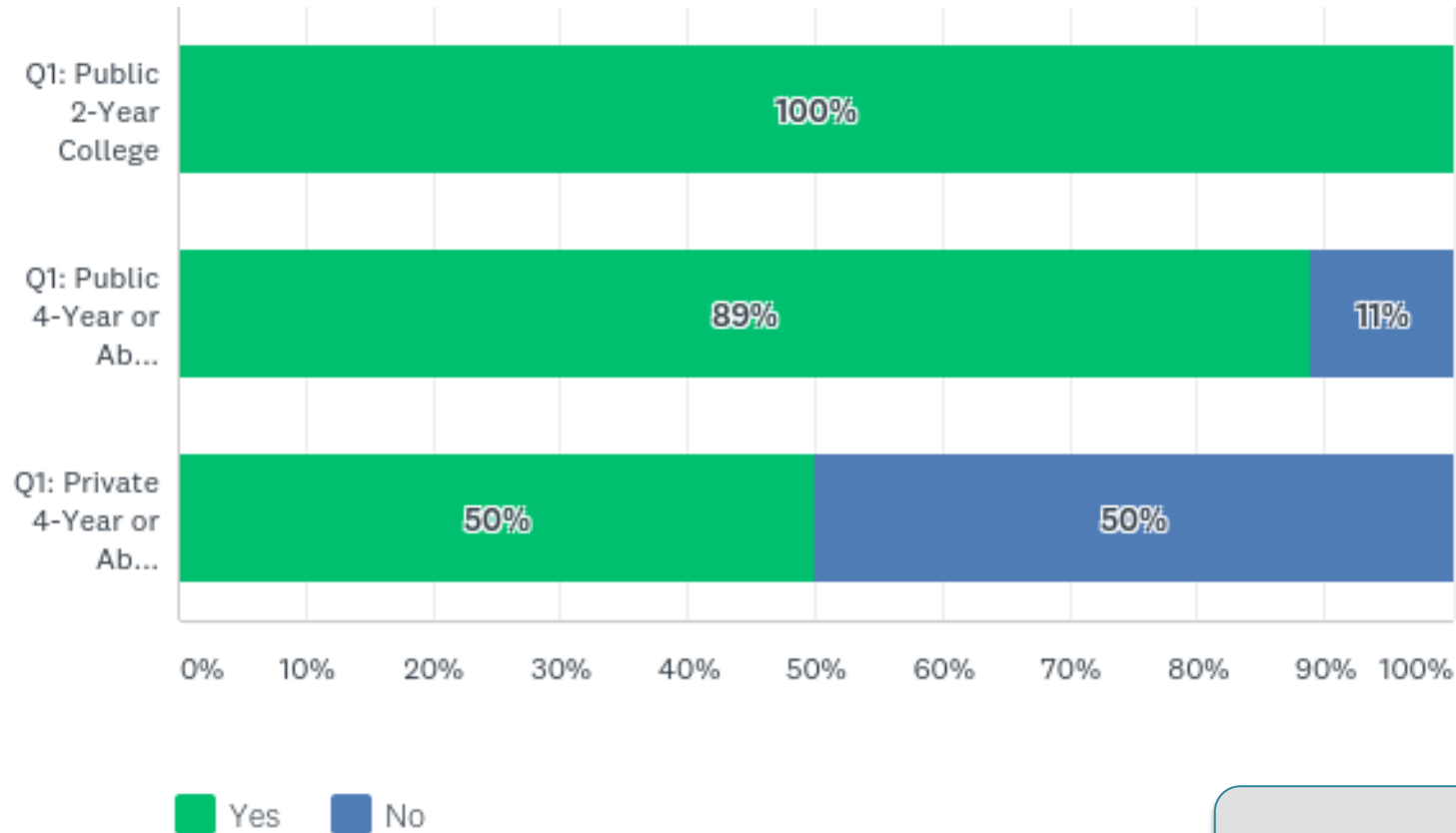
# Q18: Does your college have a police force/security department?

Answered: 23 Skipped: 0



# Q19: Are there Diversity, Equity, and Inclusion (DEI) elements included in the Police Force/Security Department training?

Answered: 20 Skipped: 3



A gap in 4-year privates including DEI training for police/security.

# Limitations/Observations



# Survey Limitations

---

- Response rate.
  - Quantity of training, curriculum and strategy efforts does not reflect quality and prioritization of such.
  - Lack of qualitative description of contextual efforts within institutions and richness/depth of efforts.
  - Police/security questions did not yield a great deal of insight.
-

# Observations

---

- 2-year publics lead the way on DEI-related training with employees.
  - 4-year publics lead the way on DEI-related curriculum.
  - Reporting lines for DEI personnel/offices is variable and certainly institutional specific.
  - DEI plans are in development and all sectors, it appears, are doing more, but implementation continues to be an issue and is more evolutionary in nature.
  - 2- and 4-year publics lead the way on incorporating DEI into institutional strategic plans.
  - 4-year publics lead the way on developing DEI-specific strategy.
  - Policing/Security questions could require more study; 4-year privates appear to need to ramp up DEI training for police/security.
  - All observations must be contextualized given the response rate across each sector.
-

# Recommendations

# Recommendations

---

- The CBHE and MDHEWD can be a role model and require ongoing DEI-related training.
  - The MDHEWD can and should align DEI-related priorities and actions within its strategic plan – and determine its prioritization of this matter now and in the coming years.
  - Create field reports for CBHE and MDHEWD members to gain a better understanding of DEI-related efforts across the state.
  - Interface with DESE to understand synergies, gaps and possible actions for prioritization.
  - Use data from this survey and other sources for context in decision-making.
  - Use data from this survey and other sources for context in creating and delivering state funding requests.
  - Gather as much possible data from other states on similar DEI-related information.
  - Conduct this survey every 2-3 years to understand growth and gaps.
-

# For survey questions please contact:

---

**Melissa Giese**

MCC Executive Director of Institutional Research & Analytics

[Melissa.giese@mcckc.edu](mailto:Melissa.giese@mcckc.edu)

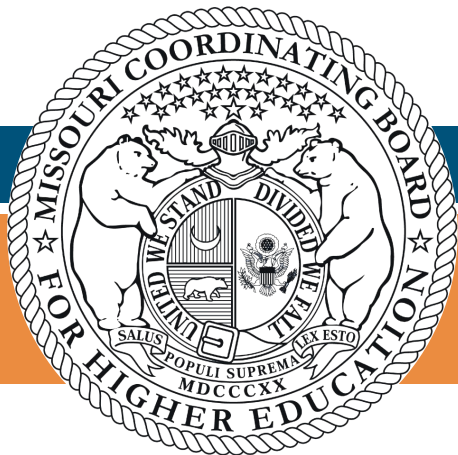
Or

**Egon Heidendal**

NWMSU Assistant Vice President of Institutional Research & Effectiveness

[EGON@nwmissouri.edu](mailto:EGON@nwmissouri.edu)

# Presidential Advisory Committee



**Coordinating Board for Higher Education**  
September 16, 2020

# Presidential Advisory Committee

PAC Chair and Vice Chair Nominating Committee



**Dr. Sue Thomas**  
Truman State University  
COPHE



**Dr. Greg Gunderson**  
Park University  
ICUM



**Dr. Wes Payne**  
Three Rivers College  
MCCA



Presidential Advisory Committee

Coordinating Board for Higher Education  
September 16, 2020

Tab 7

# Presidential Advisory Committee

## Chair and Vice Chair Nominations



**Carlos Vargas**  
**Southeast Missouri State University**  
**PAC Chair**



**Jon Bauer**  
**East Central College**  
**PAC Vice Chair**

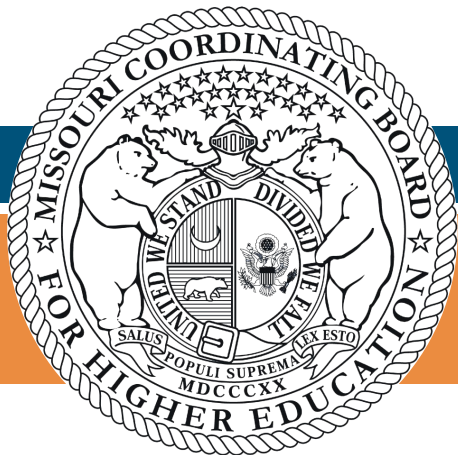


Presidential Advisory Committee

Coordinating Board for Higher Education  
September 16, 2020



# Implementation of New Laws

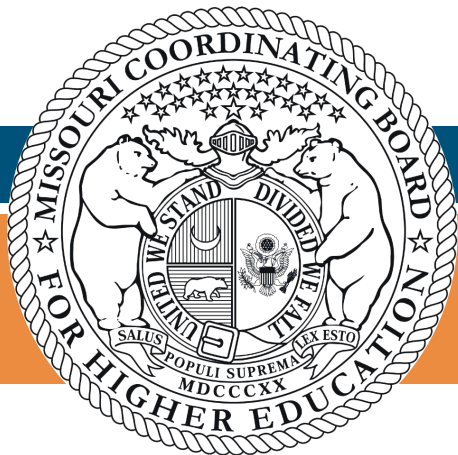


Presidential Advisory Committee

Tab 8

**Coordinating Board for Higher Education**  
September 16, 2020

# Strategic Planning and External Affairs Committee

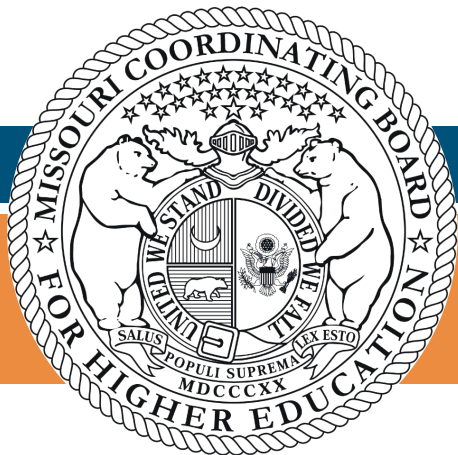


Coordinating Board for Higher Education  
September 16, 2020

# Show-Me FAFSA Challenge

## *Information Item*

**Kara Oberkrom**  
**FAFSA Outreach Coordinator**



Strategic Planning and External Affairs Committee

Tab 9

**Coordinating Board for Higher Education**  
**September 16, 2020**

# Background

2020 Placemat Initiative: Benchmark best practices to increase FAFSA filing and begin implementation

What have we done?

- Research
- Advisory group
- Plan

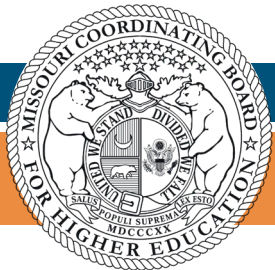


**SHOW-ME**  
FAFSA CHALLENGE



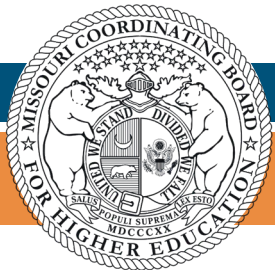
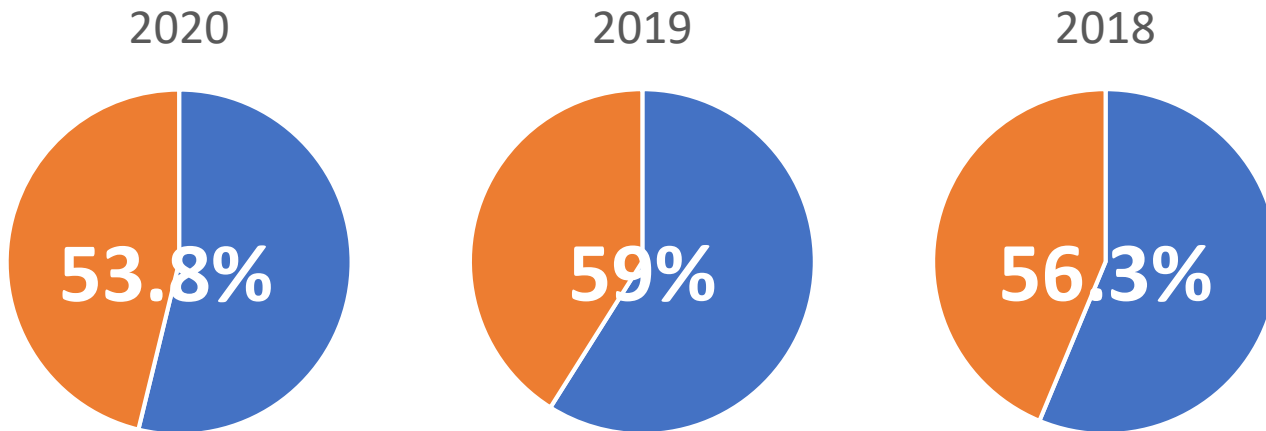
# What is the Show-Me FAFSA Challenge?

- Statewide competition for FAFSA filing
- All public high schools are eligible
- Schools split into three groups by size
- Schools compete against other schools in their group for prizes in several categories



# FAFSA Completion Target

**60% of High School Seniors**  
file in the 2021-2022 filing season



# Competition as Best Practice

“When the FAFSA Challenge started in the 2014-2015 school year, Florida ranked 41st in FAFSA completion out of 50 states and DC.

By the end of the 2018-2019 school year, Florida’s rank increased to 35th.”

-The Florida FAFSA Challenge  
2019-2020 FAFSA Completion Toolkit



# Competition Categories

## Highest Overall Completion Percentage

- At the end of the contest, the school with the highest percentage of FAFSA completion will win a prize.

## Most Improved Completion Percentage

- Improvement will be measured from April 1 of the previous calendar year. The school with the greatest percentage increase will win a prize.

## Highest Percentage of Low Income FAFSAs Filed

- Highest percentage will be measured as the percentage of total FAFSA filers at the school who are eligible for a Pell Grant

## Most Innovative FAFSA Outreach Strategy

- Qualifying for this award requires an online submission. Submissions can include stories, testimonials, videos, photos, and social media screenshots.

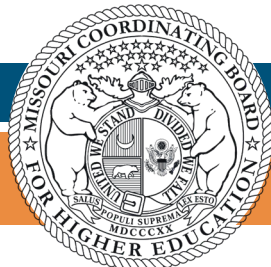
Statewide drawing: Any school that reaches or exceeds 60% completion is entered into a statewide drawing. Additional drawing entries available for participation in FAFSA Frenzy and FAFSA Completion Project.





# Prizes

- \$750 scholarship for category winners
- \$1,000 scholarship for drawing
- Winning schools will determine the recipient of the scholarship from among their students
- Scholarships sponsored by:



# FAFSA Completion Advisory Group Members

## Ashley Ray

Counselor & A+ Coordinator  
Odessa High School

## Dena Norris

Assoc. VC of Student Financial Services  
Metropolitan Community College

## Kimberly Meeker

Director of Financial Aid/VA SCO  
North Central Missouri College

## Barbara Vaughan

Financial Aid Specialist  
State Technical College of Missouri

## Glenda O'Dell

Financial Aid Counselor  
Missouri Southern State University

## Melissa Findley

Executive Director  
Missouri Scholarship & Loan Foundation

## Beth Ziehmer

Customer Care Manager  
Mapping Your Future

## Jennifer Haynes

Assistant Director of Financial Aid  
Moberly Area Community College

## Michelle Luraschi

College & Career Preparation  
Coordinator/Counselor  
Pattonville High School

## Cedric Deadmon

Outreach and Advising Project Manager  
KC Degrees

## Jerron Johnson

Director  
Missouri College Advising Corps

## Rene' Yoesel

Director of School Counseling  
Missouri Department of Elementary and  
Secondary Education

## Chrissy Bashore

Assistant Director of School Counseling  
Missouri Department of Elementary and  
Secondary Education

## Keri Gilbert

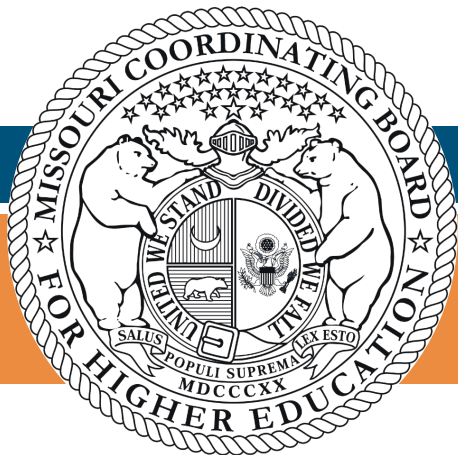
Senior Associate Director  
Missouri College Access Network

## Sadie Newman

Associate Director, Student Financial Assistance  
Missouri University of Science and Technology



# Academic Affairs and Workforce Needs Committee

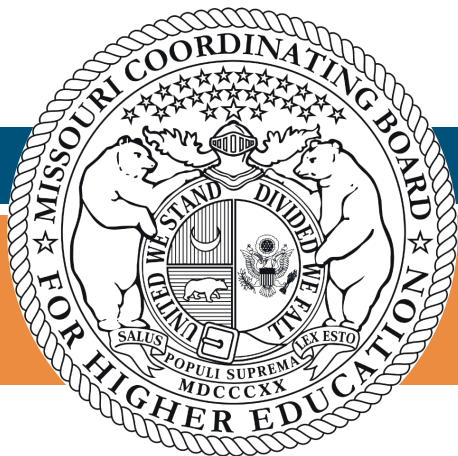


Coordinating Board for Higher Education  
September 16, 2020

# Missouri Advisory Board for Educator Preparation Nominations

## *Action Item*

**Dr. Mara Woody**  
**Assistant Commissioner**  
**for Postsecondary Policy**



Academic Affairs and Workforce Needs Committee

Tab 10

**Coordinating Board for Higher Education**  
**September 16, 2020**

# Proposed Appointee Information

for the Missouri Advisory Board for Educator Preparation



**Dr. Erica Lembke**

Interim Dean  
College of Education  
University of Missouri-Columbia



**Dr. Alicia Noddings**

Associate Dean and Associate Professor  
of Education  
Missouri Baptist University



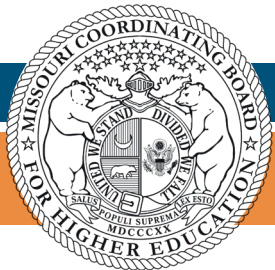
Academic Affairs and Workforce Needs Committee

Coordinating Board for Higher Education  
September 16, 2020

Tab 10

# Recommendation

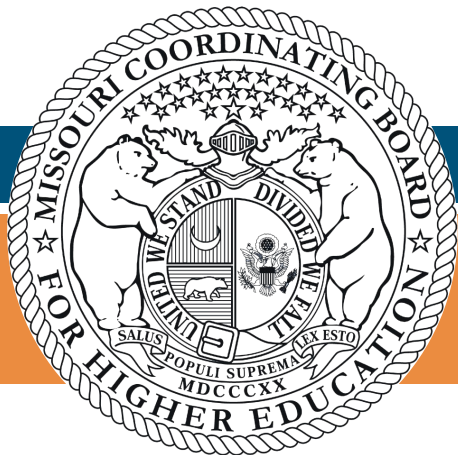
Staff recommend that the Coordinating Board approve the appointment of Dr. Erica Lembke and Dr. Alicia Noddings to the Missouri Advisory Board for Educator Preparation.



# Northwest Missouri State University Statewide Mission

## *Action Item*

**Dr. Mara Woody**  
**Assistant Commissioner**  
**for Postsecondary Policy**



Academic Affairs and Workforce Needs Committee

Tab 11

**Coordinating Board for Higher Education**  
**September 16, 2020**

# 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*





# Proposed Mission Areas

## Proposed Areas

- Educator Preparation
- Agriculture
- Emergency and Disaster Management
- Profession-Based Learning

Posted for public comment:  
April 21, 2020, through May 11, 2020

No public comments were received.



# 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. **The enrollment of special populations such as economically disadvantaged, minorities, or students with disabilities is not mentioned.**



# 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.**

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:

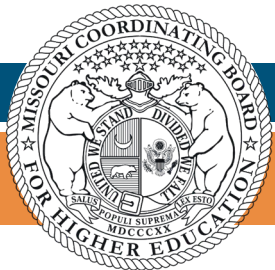
- Indicators of student achievement and institutional mission attainment such as percentage of students meeting institutional admission standards
- Success of remediation programs, if offered
- Student retention rate
- Student graduation rate
- Objective measures of student, alumni and employer satisfaction
- 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

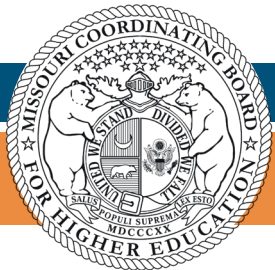
*No change of mission for an institution under this subdivision establishing a statewide mission shall become **effective until the general assembly approves the proposed mission change by concurrent resolution**, except for the institution defined pursuant to subdivision (1) of section 174.010, and **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, the Commissioner of Higher Education will send a letter to the general assembly notifying them of the CBHE's recommendation.**



# Recommendation

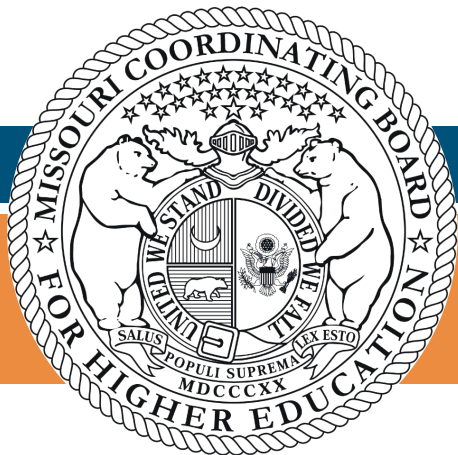
Staff recommend the Coordinating Board approve Northwest Missouri State University's request to pursue statewide mission designation in Educator Preparation, Emergency and Disaster Management, and Profession-Based Learning.



# Community College Proposal to Offer a Bachelor's Degree in Respiratory Therapy

## *Action Item*

**Dr. Mara Woody**  
Assistant Commissioner  
for Postsecondary Policy



Academic Affairs and Workforce Needs Committee

Tab 12

Coordinating Board for Higher Education  
September 16, 2020

# Comprehensive Review

Eight community colleges submitted one proposal:

- St. Louis Community College, individually
- Ozarks Technical Community College, individually
- Metropolitan Community College, individually
- Respiratory Therapy Consortium
  - East Central College
  - Moberly Area Community College
  - State Fair Community College
  - North Central Missouri College
  - Three Rivers College



# Comprehensive Review

Three comments were received during the public comment period:

- Joint letter submitted on behalf of all four-year CAOs in support of moving OTC and STLCC forward to Phase II, with concerns for remaining institutions
- A letter from the University of Missouri System stating they are not interested in developing a collaborative bachelor's program and noting that OTC and STLCC should move forward
- Individual comment indicating that bachelor's degrees should only be offered at four-year institutions

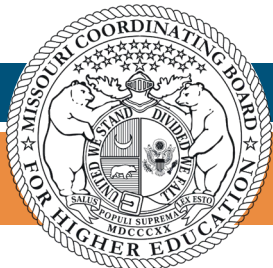
The institutions provided responses, located under Tab 12, Attachment G.



# Checklist

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

Criterion	Ozarks Technical Community College	St. Louis Community College
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	Met.	Met.
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	Met.	Met.
The institution has the academic and financial capacity to offer the program in a high-quality manner.	Met.	Met.



# Checklist, Continued

Elements of a Complete Proposal for Comprehensive Review. A complete proposal includes the following, as outlined in 6 CSR 10-4.010:		
Evidence of good faith effort to explore the feasibility of collaboration with other institutions whose mission or service region encompasses the proposed program. At a minimum, this will include letters from the chief academic officers of both the proposing institution and other institutions involved in exploring the feasibility of collaboration attesting to the nature of the discussions and explaining why collaboration in this instance is not feasible;	Met.	Met.
Evidence that the offering institution is contributing substantially to the CBHE's Blueprint for Higher Education as adopted on February 4, 2016, pursuant to section 173.020(4), RSMo, and is committed to advancing the goals of that plan; Evidence of institutional capacity to launch the program in a high-quality manner, including: <ul style="list-style-type: none"> <li>An external review conducted by a team including faculty experts in the discipline to be offered and administrators from institutions already offering programs in the discipline and at the degree level proposed.</li> </ul>	Met.	Met.



# Checklist, Continued

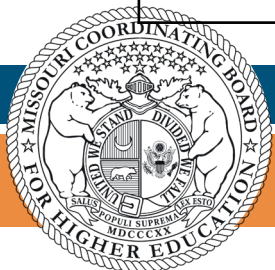
<ul style="list-style-type: none"> <li>The review must include an assessment of the offering institution's capacity to offer the new program in terms of general, academic, and student service support, including faculty resources that are appropriate for the program being proposed (e.g. faculty credentials, use of adjunct faculty, and faculty teaching workloads);</li> </ul>	Met.	Met.
<ul style="list-style-type: none"> <li>A comprehensive cost/revenue analysis summarizing the actual costs for the program and information about how the institution intends to fund and sustain the program;</li> </ul>	Met.	Met.
<ul style="list-style-type: none"> <li>Evidence indicating there is sufficient student interest and capacity to support the program, and, where applicable, sufficient capacity for students to participate in clinical or other external learning requirements, including library resources, physical facilities, and instruction equipment; and</li> </ul>	Met.	Met.
<ul style="list-style-type: none"> <li>Where applicable, a description of accreditation requirements for the new program and the institution's plans for seeking accreditation; and</li> </ul>	Met.	Met.





# Checklist, Continued

<p>Evidence that the proposed program is needed, including:</p> <ul style="list-style-type: none"> <li>• Documentation demonstrating that the program does not unnecessarily duplicate other programs in the applicable geographic area, as described in subsection (9)(C) of this rule;</li> </ul>	Met.	Met.
<ul style="list-style-type: none"> <li>• A rigorous analysis demonstrating a strong and compelling workforce need for the program, which might include data from a credible source, an analysis of changing program requirements, the current and future workforce, and other needs of the state, and letters of support from local or regional businesses indicating a genuine need for the program; and</li> </ul>	Met.	Met.
<ul style="list-style-type: none"> <li>• A clear plan to meet the articulated workforce need, including:             <ul style="list-style-type: none"> <li>○ Aligning curriculum with specific knowledge and competencies needed to work in the field(s) or occupation(s) described in the workforce need analysis in part (II) of this subparagraph;</li> <li>○ Providing students with external learning experiences to increase the probability that they will remain in the applicable geographic area after graduation; and</li> <li>○ A plan for assessing the extent to which the new program meets that need when implemented.</li> </ul> </li> </ul>	Met.	Met.



# Recommendation

Staff recommend that the Coordinating Board approve Ozarks Technical Community College and St. Louis Community College move to Phase II review.

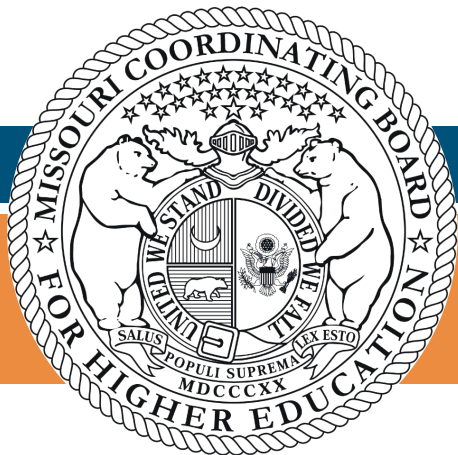
Staff will give the institutions whose proposals are not moving forward today an opportunity to provide additional information for the Coordinating Board to consider at the next meeting after the additional information is submitted.



# St. Charles Community College Proposal to Offer a Bachelor's Degree in Occupational Therapy

## *Action Item*

**Dr. Mara Woody**  
Assistant Commissioner  
for Postsecondary Policy



Academic Affairs and Workforce Needs Committee

Tab 13

Coordinating Board for Higher Education  
September 16, 2020

# External Review Team Report

After thorough review and discussion, the External Review Team reached consensus that an overwhelming majority of the requirements as established through statute and administrative rule were not met or were not fully met.

The External Review Team recommends that SCC's proposal not move forward. The detailed report is found in Tab 13, Attachments F and G.



# Checklist

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

Criterion	St. Charles Community College
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	<b>Not Met.</b>
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	<b>Not Met.</b>
The institution has the academic and financial capacity to offer the program in a high-quality manner.	<b>Not Met.</b>



# Checklist, Continued

Elements of a Complete Proposal for Comprehensive Review. A complete proposal includes the following, as outlined in 6 CSR 10-4.010:	
Evidence of good faith effort to explore the feasibility of collaboration with other institutions whose mission or service region encompasses the proposed program. At a minimum, this will include letters from the chief academic officers of both the proposing institution and other institutions involved in exploring the feasibility of collaboration attesting to the nature of the discussions and explaining why collaboration in this instance is not feasible;	<b>Not Met.</b>
Evidence that the offering institution is contributing substantially to the CBHE's Blueprint for Higher Education as adopted on February 4, 2016, pursuant to section 173.020(4), RSMo, and is committed to advancing the goals of that plan; Evidence of institutional capacity to launch the program in a high-quality manner, including: <ul style="list-style-type: none"> <li>An external review conducted by a team including faculty experts in the discipline to be offered and administrators from institutions already offering programs in the discipline and at the degree level proposed.</li> </ul>	<b>See External Review Team's detailed report in Tab 13, Attachments F and G.</b>



# Checklist, Continued

<ul style="list-style-type: none"> <li>The review must include an assessment of the offering institution's capacity to offer the new program in terms of general, academic, and student service support, including faculty resources that are appropriate for the program being proposed (e.g. faculty credentials, use of adjunct faculty, and faculty teaching workloads);</li> </ul>	<p><b>Not Fully Met.</b></p>
<ul style="list-style-type: none"> <li>A comprehensive cost/revenue analysis summarizing the actual costs for the program and information about how the institution intends to fund and sustain the program;</li> </ul>	<p><b>Not Met.</b></p>
<ul style="list-style-type: none"> <li>Evidence indicating there is sufficient student interest and capacity to support the program, and, where applicable, sufficient capacity for students to participate in clinical or other external learning requirements, including library resources, physical facilities, and instruction equipment; and</li> </ul>	<p><b>Not Fully Met.</b></p>
<ul style="list-style-type: none"> <li>Where applicable, a description of accreditation requirements for the new program and the institution's plans for seeking accreditation; and</li> </ul>	<p><b>Not Met.</b></p>



# Checklist, Continued

<p>Evidence that the proposed program is needed, including:</p> <ul style="list-style-type: none"> <li>• Documentation demonstrating that the program does not unnecessarily duplicate other programs in the applicable geographic area, as described in subsection (9)(C) of this rule;</li> </ul>	<p><b>Not Met.</b></p>
<ul style="list-style-type: none"> <li>• A rigorous analysis demonstrating a strong and compelling workforce need for the program, which might include data from a credible source, an analysis of changing program requirements, the current and future workforce, and other needs of the state, and letters of support from local or regional businesses indicating a genuine need for the program; and</li> </ul>	<p><b>Not Met.</b></p>
<ul style="list-style-type: none"> <li>• A clear plan to meet the articulated workforce need, including:             <ul style="list-style-type: none"> <li>○ Aligning curriculum with specific knowledge and competencies needed to work in the field(s) or occupation(s) described in the workforce need analysis in part (II) of this subparagraph;</li> <li>○ Providing students with external learning experiences to increase the probability that they will remain in the applicable geographic area after graduation; and</li> <li>○ A plan for assessing the extent to which the new program meets that need when implemented.</li> </ul> </li> </ul>	<p><b>Not Met.</b></p>





# Recommendation

Staff recommend that the Coordinating Board direct staff to continue to work with St. Charles Community College and Missouri State University to identify the information needed to complete the review, and to clarify the regulatory requirements with institutions associated with the comprehensive review process.

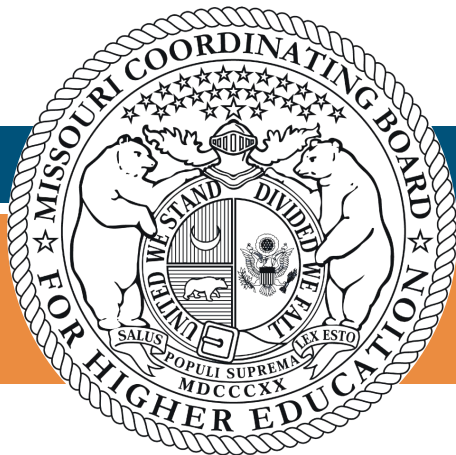


# Annual Report on the Condition of College and Career Readiness

## *Information Item*

**Dr. Mara Woody**

**Assistant Commissioner for Postsecondary Policy**



Academic Affairs and Workforce Needs Committee

Tab 14

**Coordinating Board for Higher Education**  
September 16, 2020

# Major Findings

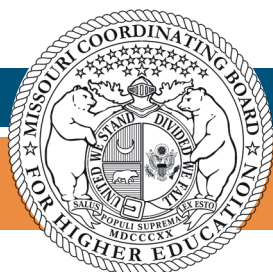
- Remediation rates are decreasing for both math and English.
- Corequisite math enrollments have skyrocketed since 2014, and so have gateway pass rates via corequisites.
- These positive trends are seen in both the two- and four-year sectors.



College Readiness	2014	2018/2019	Percent Change
Completed gateway math	42.90%	49.40%	15.2%
Needed remedial math	25.10%	19.30%	-23.1%

Corequisite Math	2014	2018/2019	Percent Change
Enrollments	0.70%	7.30%	942.9%
Passed gateway math course	33.60%	69.60%	107.1%

Corequisite Math - First Time Students	2014	2018/2019	Percent Change
Enrollments	1.70%	10.40%	512%
Passed gateway with C or better	37.90%	75.10%	98%

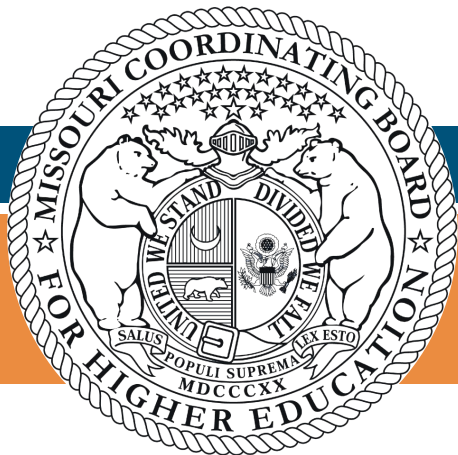


# Other Key Findings

- Prerequisite enrollments have declined since the implementation of Math Pathways, but they remain moderately successful in terms of their pass rates, as well as the pass rates of their associated gateway courses.
- Adult learners and part-time students take corequisite courses less often than their traditional age, full-time peers.
- Black Missourians are overrepresented among prerequisite enrollments.



# Budget and Financial Aid Committee



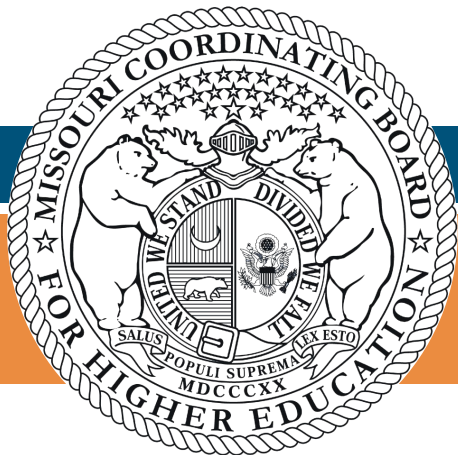
**Coordinating Board for Higher Education**  
September 16, 2020

# FY 2022

# Budget Request Summary

## *Information Item*

Leroy Wade  
Deputy Commissioner



Budget & Financial Aid Committee

Tab 18

Coordinating Board for Higher Education  
September 16, 2020

# CBHE Role in the Budget

## The Coordinating Board's Statutory Responsibilities Include:

- Developing guidelines for appropriation requests
- Developing a unified budget request for the state's public colleges and universities
- Making recommendations related to physical facilities to institutions' governing boards
- Establishing procedures for public colleges or universities to follow to receive matching funds from the Higher Education Capital Fund





# Overview

## FY 2021

### Supplemental Requests

- Student Financial Aid
- Reimagine Workforce Preparation Grant
- Proprietary School Bond Transfer
- Institutional Debt Offset Increases

## FY 2022

### New Decision Items

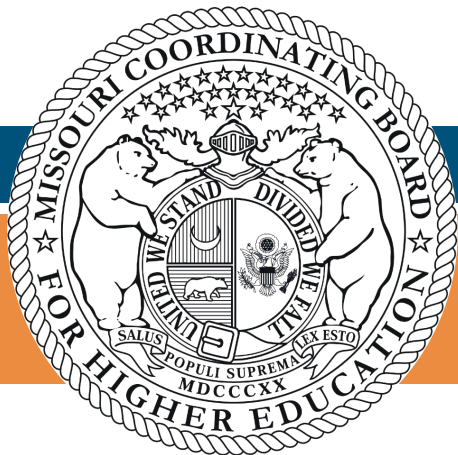
- Student Financial Aid Programs
- Returning Heroes
- Reimagine Workforce Preparation Grant
- Institutional Core Restoration
- Debt Offset
- Capital Improvements



# Department and Student Financial Aid Budget Recommendations

## *Action Item*

**Leroy Wade**  
**Deputy Commissioner**



Budget & Financial Aid Committee

Tab 19

**Coordinating Board for Higher Education**  
**September 16, 2020**

# FY 2021 Supplemental Request

- **Bright Flight**

- \$10.1 million request
- Assumes no release of restricted funds
- Intended to restore award amounts to \$3,000 for students in top three percent of test takers

- **A+**

- \$6.2 million request
- Intended to ensure all eligible students receive reimbursement for all credit hours

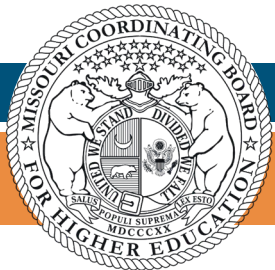
- **Reimagining Workforce Preparation Grant**

- \$5 million request
- To provide spending authority in case Missouri's application is successful



# FY 2021 Supplemental Request

- **Proprietary School Bond Fund Transfer**
  - \$152,841 one-time request
  - Transfer will allow excess bond funds to be transferred to the administration line to support closed school record preservation and maintenance



# FY 2022 Budget Request

## MDHEWD Operations

Continue core staffing and program funding levels for all programs

## Reimagining Workforce Preparation Grant

\$10 million request to provide needed spending authority if Missouri's application is successful



# FY 2022 Budget Request

## Fast Track Workforce Incentive Grant Program

### \$2.7 million increase over FY 2021

Increase will allow for program growth due to expansion to independent institutions

FY 2022 Core Transfer Request	\$3,000,000
FY 2022 Requested Increase	\$2,700,000
FY 2022 Program Total	\$5,700,000



# FY 2022 Budget Request

## Bright Flight

### \$3.9 million increase over FY 2021

Increase will maintain \$3,000 award for students in the top three percent of eligible test-takers

FY 2022 Core Transfer Request	\$20,176,666
FY 2022 Requested Increase	\$3,900,000
FY 2022 Program Total	\$24,076,666



# FY 2022 Budget Request

## Access Missouri

### \$4.2 million increase over FY 2021

Increase intended to maintain award “buying power” based on projected tuition increases

FY 2022 Core Transfer Request	\$63,921,052
FY 2022 Requested Increase	\$4,200,000
FY 2022 Program Total	\$68,121,052





# FY 2022 Budget Request

A+

## \$9.5 million increase over FY 2021

Increase intended to fully fund the program by covering expected growth in student participation as well as increases in tuition and fees

FY 2022 Core Transfer Request	\$41,113,326
FY 2022 Requested Increase	\$9,500,000
FY 2022 Program Total	\$50,613,326



# FY 2022 Budget Request

## Other Financial Aid Programs

### Marguerite Ross Barnett Scholarship

Funding eliminated/replaced by Fast Track

### Minority and Underrepresented Environmental Literacy Program

\$4,000 increase to maintain full funding

### Wartime Veterans Survivors Grant Program

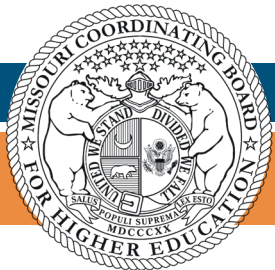
\$10,000 increase to match expected tuition increases and fund 25 recipients (capped by statute)



# FY 2022 Budget Request

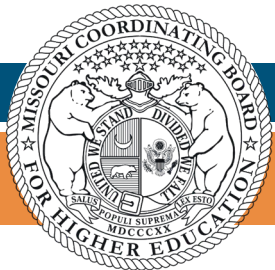
## Returning Heroes Reimbursement Requests from Institutions

- \$1,162,659 is requested to reimburse the institutions
- Per state statute, institutions are allowed to ask for the amount of tuition waived in the prior fiscal year.
- A detailed breakdown of each institution's request is included in the Tab 19 attachment.



# Recommendation

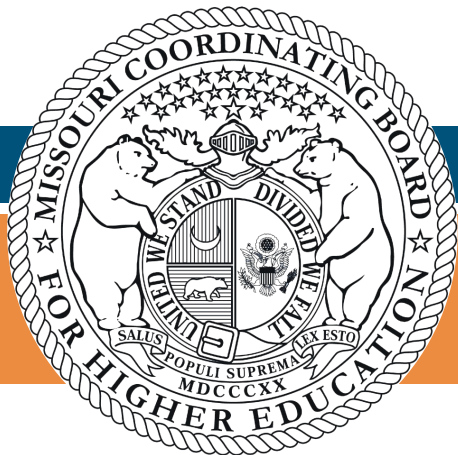
Staff recommend that the Coordinating Board approve the budget requests described in the agenda materials behind Tab 19 for submission to the Governor and General Assembly.



# Public College and University Operating Budget Recommendations

## *Action Item*

**Leroy Wade**  
**Deputy Commissioner**



Budget & Financial Aid Committee

Tab 20

**Coordinating Board for Higher Education**  
**September 16, 2020**

# FY 2021

## Institution Supplemental Requests

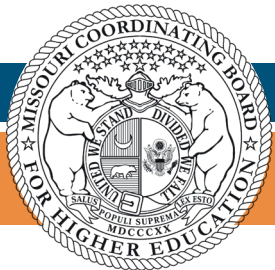
### Debt Offset

- \$415,000 request total for five institutions
- Increase will allow institutions to fully utilize this statutory authority to collect debts owed to institutions



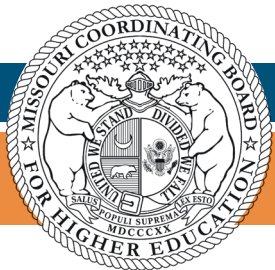
# FY 2022 Core Restoration Plus Request

- Total request of **\$118,113,343**
- Request based on lack of availability of federal funds and restrictions implemented during FY 2021
- Sector recommendations detailed at Tab 20 - Attachment A



# FY 2022 Debt Offset Request

- \$444,000 request total for five institutions and the community colleges
- Increase will allow institutions to fully utilize this statutory authority to collect debts owed to institutions





# Institutions' Operating Budgets Other Decision Items

- Institutions submitted requests for other priorities
- Generally part of the department's informal communication
- Not formally entered into the budget process.
- **Attachment B** provides a listing of requests by institution



# FY 2022 Capital Funding Requests

## Higher Education Capital Fund

- Requires 50/50 match from non-state funds
- CBHE certifies project complies with the match requirement
- Project listing in Tab 20 – Attachment C

## Request limited to projects deemed critical or emergency in nature by the institution

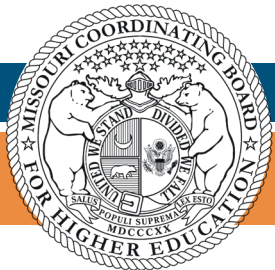
- No new construction included
- Project listing in Tab 20 – Attachment D



# Other Decision Items

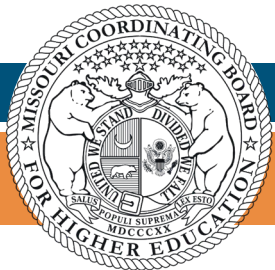
The department recommends passing through the State Historical Society's request as a part of the FY 2022 budget request.

- \$288,022 Core Restoration (fund switch)
- \$110,000 for performance salary increase



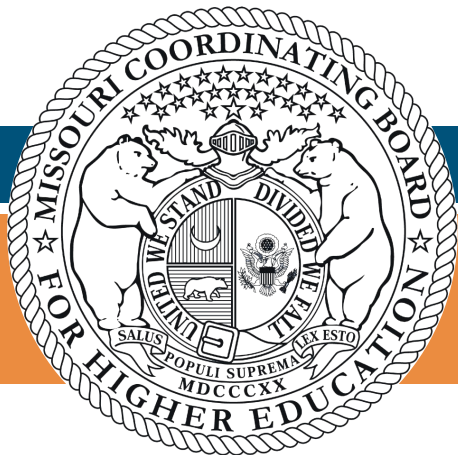
# Recommendation

Staff recommend that the Coordinating Board approve the budget requests described in Tab 20 and in Attachments A, C and D for submission to the Governor and General Assembly.



# Adjourn Public Session

## *Action Item*

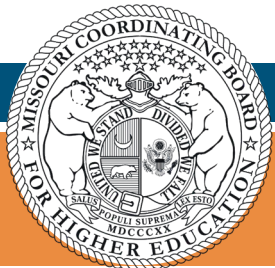


General Business

**Coordinating Board for Higher Education**  
September 16, 2020

# Coordinating Board for Higher Education Public Meeting

To request a copy of this presentation,  
contact Alyssa McLeod at  
[alyssa.mcleod@dhewd.mo.gov](mailto:alyssa.mcleod@dhewd.mo.gov)



**Coordinating Board for Higher Education**  
September 16, 2020