

# **Coordinating Board for Higher Education**

**1:00 p.m.  
Wednesday  
April 27, 2016**

**Harris-Stowe State University  
St. Louis, MO**

## **COORDINATING BOARD FOR HIGHER EDUCATION**

**Brian Fogle**, Chair, District 7

**Carolyn Mahoney**, Vice-Chair, District 3

**Doug Kennedy**, Secretary, District 8

**Samuel Murphey**, Member, District 1

**Betty Sims**, Member, District 2

**Dalton Wright**, Member, District 4

**Mike Thomson**, Member, District 6

**John Siscel**, Member, At Large

**VACANT**, District 5

**TIME:** 1:00 p.m.  
Wednesday, April 27, 2016

**PLACE:** Harris-Stowe State University  
William L. Clay Center  
St. Louis, MO

# Schedule of Events April 27, 2016

## Wednesday, April 27, 2016

9:00 a.m. – 12:00 p.m.      **CBHE Work Session**  
Harris-Stowe State University  
William L. Clay Center  
St. Louis, MO

## Wednesday, April 27, 2016

1:00 – 4:00 p.m.      **CBHE / PAC Meeting**  
Harris-Stowe State University  
William L. Clay Center  
St. Louis, MO

Individuals needing special accommodations relating to a disability should contact Jenn Clemons at the Missouri Department of Higher Education, 205 Jefferson Street, P. O. Box 1469, Jefferson City, MO 65109, or [Jennifer.clemons@dhe.mo.gov](mailto:Jennifer.clemons@dhe.mo.gov) or at (573) 751-1876, at least three working days prior to the meeting.

**COORDINATING BOARD FOR HIGHER EDUCATION  
PRESIDENTIAL ADVISORY COMMITTEE**

**Representatives by Statute**

**Public Four-Year Universities**

Dr. Dwaun Warmack, President  
Harris-Stowe State University

Dr. Kevin Rome, President  
Lincoln University

Dr. Alan Marble, President  
Missouri Southern State University

Mr. Clif Smart, President  
Missouri State University

Dr. Cheryl Schrader, Chancellor  
Missouri University of Science and Technology

Dr. Robert Vartabedian, President  
Missouri Western State University

Dr. John Jasinski, President (PAC Vice-Chair)  
Northwest Missouri State University

Dr. Carlos Vargas-Aburto, President  
Southeast Missouri State University

Dr. Troy Paino, President  
Truman State University

Dr. Charles Ambrose, President  
University of Central Missouri

Mr. Mike Middleton, Interim President  
University of Missouri System

Dr. Hank Foley, Interim Chancellor  
University of Missouri-Columbia

Mr. Leo Morton, Chancellor  
University of Missouri-Kansas City

Dr. Thomas George, Chancellor  
University of Missouri-St. Louis

**Public Two-Year Colleges**

Dr. Jennifer Methvin, President  
Crowder College

Dr. Jon Bauer, President  
East Central College

Dr. Raymond Cumiskey, President  
Jefferson College

Mr. Mark James, Chancellor  
Metropolitan Community Colleges

Dr. Steven Kurtz, President  
Mineral Area College

Dr. Jeffrey Lashley, President  
Moberly Area Community College

Dr. Neil Nuttall, President  
North Central Missouri College

Dr. Hal Higdon, Chancellor  
Ozarks Technical Community College

Mr. Todd Galbierz, Interim President  
St. Charles Community College

Dr. Jeff Pittman, Chancellor  
St. Louis Community College

Dr. Joanna Anderson, President  
State Fair Community College

Dr. Wesley Payne, President  
Three Rivers Community College

**Public Two-year Technical College**

Dr. Donald Claycomb, President  
State Technical College of Missouri

(PAC Chair)

**Independent Four-year Colleges and Universities**

Dr. Michael Shonrock, President  
Lindenwood University

Dr. Roger Drake, President  
Central Methodist University

Dr. Ron Slepitz, President  
Avila University

Dr. Mark S. Wrighton, Chancellor  
Washington University

Four-year alternate:

Vacant

**Independent Two-year Colleges**

Col. Mike Lierman, Interim President  
Wentworth Military Academy and Junior College

Two-year alternate:

Dr. Jann Weitzel, President  
Cotter College

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**Association Chairs**

**COPHE** – Clif Smart, President, Missouri State University

**MCCA** – Dr. Jon Bauer, President, East Central College

**ICUM** – Dr. Ron Slepitz, President, Avila University

COORDINATING BOARD FOR HIGHER EDUCATION

April 27, 2016 – 1:00 p.m. – 4:00 p.m.

Harris-Stowe State University

William L. Clay Center

St. Louis, MO

**AGENDA**

<b><u>Agenda Item Description</u></b>	<b><u>Tab</u></b>	<b><u>Presenter</u></b>
<b>Welcome to Harris-Stowe State University</b>		<b>Dr. Dwaun Warmack</b>
<b>General Business</b>		
<b><u>Action</u></b>		
1. Review Consent Agenda		
a. Minutes of the February 4, 2016, CBHE Meeting	A	Leroy Wade
b. Distribution of Community College Funds	B	Rusty Monhollon
c. Academic Program Actions		
<b>Report of the Commissioner</b>		Leroy Wade
<b><u>Information</u></b>		
1. Coordinated Plan Next Steps		
<b>Presidential Advisory Committee</b>		<b>Don Claycomb, Chair</b>
<b><u>Information</u></b>		
1. Performance Funding – 6 <sup>th</sup> Measure	C	Paul Wagner Jon Bauer Matt Simpson
2. 2016 Legislative Session Update	D	Leroy Wade
3. Budget Update	E	Debbie Burnette
<b>Budget and Financial Aid Committee</b>		<b>Betty Sims, Chair</b>
<b><u>Action</u></b>		
1. Performance Funding – Proposed Community College Developmental Education Changes	F	Leroy Wade
<b><u>Information</u></b>		
1. Student Loan Program	G	Leanne Cardwell
2. Journey to College	H	Leanne Cardwell
<b>Academic Affairs and Workforce Needs Committee</b>		<b>Doug Kennedy, Chair</b>
<b><u>Action</u></b>		
1. CBHE Credit Transfer Guidelines (General Education Goals and Competencies)	I	Rusty Monhollon
<b><u>Information</u></b>		
1. Reviewing Competency-based Academic Programs	J	Rusty Monhollon
2. Proprietary School Certification Actions and Reviews	K	Leroy Wade
3. Military Credit Survey Results	L	Rusty Monhollon
4. Improving Teacher Quality Grant Update	M	Rusty Monhollon
5. COTA Conference Report	N	Rusty Monhollon
6. SARA Update	O	Leroy Wade
7. Missouri High School Graduates Performance Report	P	Erik Anderson
<b>Audit Committee</b>		<b>Carolyn Mahoney, Chair</b>

**Information**

- |                          |   |             |
|--------------------------|---|-------------|
| 1. Single Audit Findings | Q | Jeremy Knee |
|--------------------------|---|-------------|

**Strategic Planning & External Relations Committee**

**Dalton Wright, Chair**

**Action**

- |  |   |             |
|--|---|-------------|
| 1. Dates for 2016 CBHE Retreat and Governing Board Forum | R | Liz Coleman |
|--|---|-------------|

**Information**

- |                                     |   |             |
|-------------------------------------|---|-------------|
| 1. Study Missouri International Day | S | Liz Coleman |
|-------------------------------------|---|-------------|

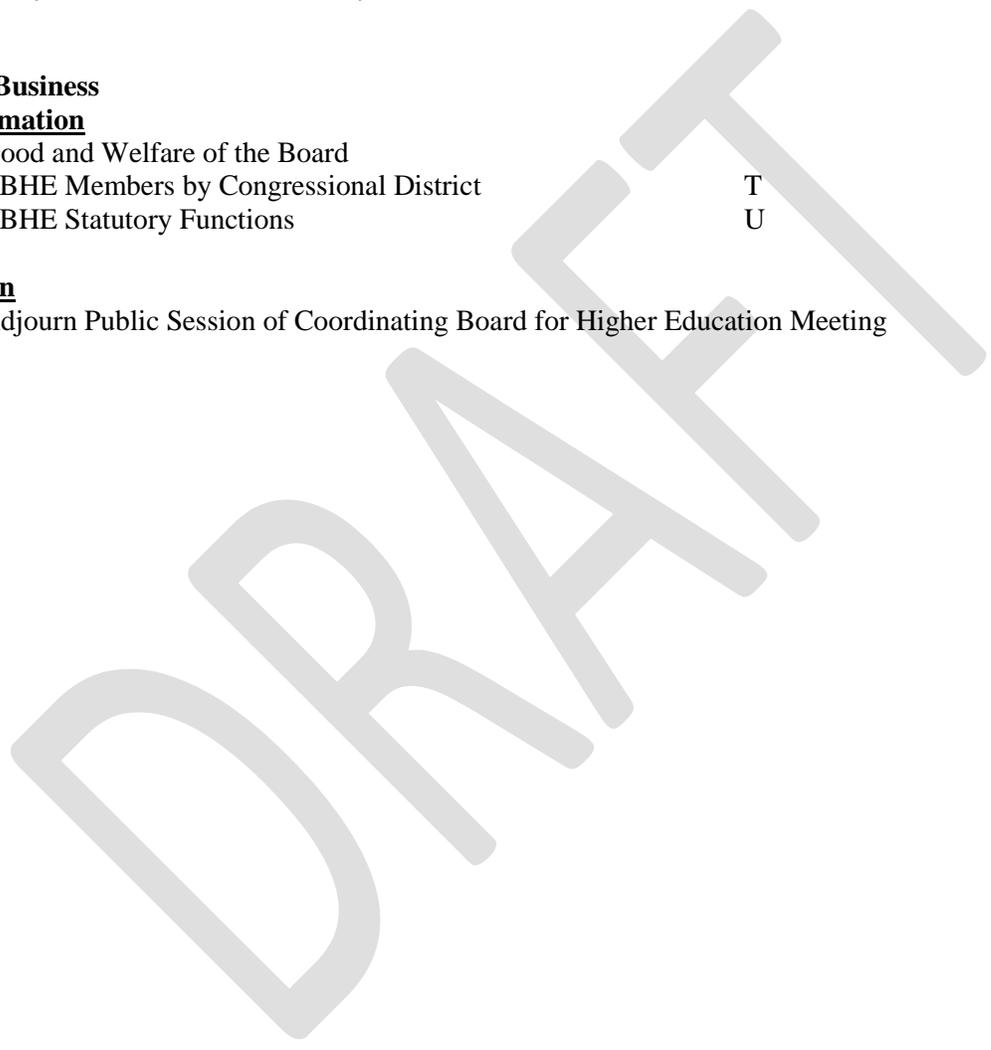
**General Business**

**Information**

- |   |   |
|---|---|
| 1. Good and Welfare of the Board          |   |
| 2. CBHE Members by Congressional District | T |
| 3. CBHE Statutory Functions               | U |

**Action**

- |  |
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| 1. Adjourn Public Session of Coordinating Board for Higher Education Meeting |
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**COORDINATING BOARD FOR HIGHER EDUCATION  
MINUTES OF MEETING  
February 4, 2016**

The Coordinating Board for Higher Education met on Thursday, February 4, 2016; at Harry S Truman State Office Building in Jefferson City, Missouri. Chairman Brian Fogle called the meeting to order at 9:33 a.m. The presence of a quorum was established with the following in attendance:

	<b>Present</b>	<b>Absent</b>
Brian Fogle	X	
Doug Kennedy	X	
Carolyn Mahoney	X	
Betty Sims	X	
Dalton Wright	X	

**GENERAL BUSINESS**

The meeting began with Chairman Fogle commending Commissioner David Russell on his service to the Department.

Items on the consent agenda included the Minutes of the December 10, 2015, CBHE Meeting in Columbia, MO and the Distribution of Community College Funds. **Dalton Wright made a motion to approve the consent agenda in its entirety. Doug Kennedy seconded the motion. Motion passed unanimously.**

**REPORT OF THE COMMISSIONER**

*Coordinated Plan Update*

Commissioner Russell shared the 12-page Executive Summary of the coordinated plan, *Preparing Missourians to Succeed: A Blueprint for Higher Education*.

- The full 44-page plan will be posted on the Missouri Department of Higher Education website.
- The Commissioner shared the coordinated plan with the Senate Education Committee and the House Education Committee.
- The Commissioner will be presenting the coordinated plan to the Joint Committee on Education on February 9, 2016.
- The Commissioner asked the Presidential Advisory Committee and Coordinated Board Members to share the plan with groups and associations in their areas that have an interest in higher education, including local office candidates.

**PRESIDENTIAL ADVISORY COMMITTEE**

Don Claycomb chaired the Presidential Advisory Committee report.

### ***2016 Legislative Session Update***

Leroy Wade shared that the higher education legislation tracking list is updated every week and available.

Additional freedom for conceal and carry on college campuses has a lot of legislative interest and debates.

Representative Swan sponsored HB 1610 to expand post secondary course options to include the State Technical College of Missouri in it as dual credit programs.

Representative Chipman sponsored HB 2095 to establish cost for each degree an institution offers to be posted on their website:

- If a professor does not teach at least 75% of the course, a student is allowed a 25% tuition refund.

Senator Pearce sponsored SB 967 to establish a Student Portal (A web portal of one-stop shop for higher education).

Missouri Retuning Heroes Legislation Act is to reduce tuition to \$50 per credit hour to be changed before financial aid is applied (There is no appropriations for this).

Senator Chapel-Nadal sponsored SB 712 to establish requirements for dual credit.

President Jasinski stated that COPHE is concerned about the concealed weapon on campus legislation and is opposed to it.

President Claycomb stated that State Technical College of Missouri is against the concealed weapon on campus legislation; yet agrees to keep the legislation that allows guns in automobiles but not brandished.

No board action was required for the 2016 Legislative Session Update.

### ***Budget Update***

Debbie Burnette stated that she presented to the Senate Appropriations Committee on February 3, 2016, and will present to the House Appropriations Committee on February 18, 2016.

Debbie Burnette reviewed the Governor's FY17 recommendations, the FY17 budget for Student Financial Assistance Programs, funding Higher Education Initiatives, and Operating Budgets.

No board action was required for the Budget Update.

### **BUDGET AND FINANCIAL AID COMMITTEE**

Brian Fogle chaired the Budget and Financial Aid Committee report.

### ***A+ Program Administrative Rule Revisions***

**Betty Sims made a motion to direct the Commissioner of Higher Education to take all actions necessary to ensure the proposed rulemaking becomes effective as an administrative rule as soon as possible. Carolyn Mahoney seconded the motion. Motion passed unanimously.**

***A+ EOC Alternative Options for 2017 High School Seniors***

Leroy Wade stated MDHE is focused on improvement in remediation. Some changes have had an impact already.

**Betty Sims made a motion to approve the ACT mathematics sub-test and ACT COMPASS threshold scores, as well as the ACT mathematics sub-test and high school grade point average sliding scale, as alternatives to the end-of-course exam requirement for establishing A+ Scholarship Program eligibility for the high school senior class of 2017.**

**Also to discontinue the use of the COMPASS exam for A+ eligibility purposes beginning with the high school senior class of 2018. Doug Kennedy seconded the motion. Motion passed unanimously.**

***Performance Funding – Proposed Community College Developmental Education Changes***

Leroy Wade stated that at MDHE's request, the Missouri Community College Association established a Developmental Education Task Force (Co-chairs Jeff Lashley and Joanna Anderson) with the charge to develop recommendations for changes to the performance funding model.

The proposed changes are:

1. Fall to fall persistence or fall to spring persistence. (pick one)
2. Successful completion of all credit hours or all college-level course enrollee success rate. (pick one)
3. All student performance on gateway math courses.
4. All student performance on gateway English courses.
5. All developmental-level course enrollee success rate.

No board action was required for the Performance Funding.

***Access Missouri FAFSA Filing Deadline***

Beginning with the 2017-2018 academic year, the FAFSA will be available beginning on October 1, 2016, three months earlier than usual. In addition, students will file using "prior-prior" year tax information (2015 instead of 2016 tax information for the 2017-2018 academic year).

MDHE staff believe it is likely students will take advantage of the three additional months available for filing FAFSA. This would result in a serious erosion of Access Missouri award amounts if the application deadline remains April 1.

MDHE has determined it is necessary to revise the Access Missouri deadline for the 2017-2018 academic year by establishing two deadlines: a priority deadline of February 1, 2017, and a final deadline of April 1, 2017.

No board action was required for the Access Missouri FAFSA Filing Deadline.

***Student Loan Program Update***

Information was noted with no further discussion.

***Journey to College Update***

Leanne Cardwell stated MDHE is combining three college access programs under the unifying name Journey to College:

- Apply Missouri (previously called College Application Week)
- FAFSA Frenzy
- Decision Day

**ACADEMIC AFFAIRS AND WORKFORCE NEEDS COMMITTEE**

Carolyn Mahoney chaired the Academic Affairs and Workforce Needs Committee report.

***Academic Program Actions***

**Betty Sims made a motion to approve the off-site location update and the program changes and new program proposals. Doug Kennedy seconded the motion. Motion passed unanimously.**

***Proprietary School Certification Program Administrative Rule***

**Betty Sims made a motion to direct the Commissioner of Higher Education to take all actions necessary to ensure the proposed rulemaking becomes effective as an administrative rule as soon as possible. Carolyn Mahoney seconded the motion. Motion passed unanimously.**

***Proprietary School Certification Actions and Reviews***

Information was noted with no further discussion.

***Audit Committee Report***

Carolyn Mahoney stated that we had a clean audit with no negative findings. Auditors were impressed with how the audit information was presented by department staff.

**STRATEGIC PLANNING AND EXTERNAL RELATIONS COMMITTEE**

Dalton Wright chaired the Strategic Planning and External Relations Committee report.

***Appointment of Trustee to St. Louis Community College District Board of Trustees***

**Betty Sims made a motion to appoint Rodney Gee as Trustee of the St. Louis Community College District for a term of six years commencing on general municipal Election Day, April 5, 2016. Doug Kennedy seconded the motion. Motion passed unanimously.**

***Missouri S&T Energy Loan Program Application***

**Dalton Wright made a motion to certify the projects in Missouri S&T loan application as consistent with related state programs for education facilities. Carolyn Mahoney seconded the motion. Motion passed unanimously.**

**GENERAL BUSINESS**

**Betty Sims made a motion to adjourn the meeting at 10:46 a.m. Dalton Wright seconded the motion. Motion passed.**

DRAFT

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Distribution of Community College Funds  
Coordinating Board for Higher Education  
April 27, 2016

### **DESCRIPTION**

State aid payments to community colleges will be made on a monthly basis. All FY 16 state aid appropriations are subject to a three percent governor's reserve. The Truly Agreed To and Finally Passed (TAFP) core state aid appropriations reflect an equity adjustment to the distribution formula as proposed and agreed to by the community college presidents and chancellors. State aid consists of two additional components for FY 16. One component includes an appropriation of \$1,843,319 that was awarded based on improvement on specified performance measures, commonly known as performance funding. The second component is an appropriation of \$5,540,000 for the purpose of equity adjustments.

The total TAFP state aid appropriation for community colleges in House Bill 3 for FY 16, including performance funding, is \$147,370,942. The amount available to be distributed (TAFP appropriation less the three percent governor's reserve) is \$142,949,816.

The total payment of state aid distributions to community colleges for February and March 2016 is summarized below.

State Aid (excluding M&R) – GR portion	\$20,224,648
State Aid – Lottery portion	1,695,880
Performance Funding	298,006
Equity Distribution	895,636
Maintenance and Repair	<u>978,401</u>
TOTAL	\$24,092,571

The total distribution of state higher education funds to community colleges during the period July 2015 through March 2016 is \$105,779,340.

### **STATUTORY REFERENCE**

Section 163.191, RSMo

### **RECOMMENDED ACTION**

Assigned to Consent Agenda

### **ATTACHMENT(S)**

None

Coordinating Board for Higher Education  
April 27, 2016

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Academic Program Actions  
Coordinating Board for Higher Education  
April 27, 2016

### DESCRIPTION

This agenda item reports all proposals for program actions reviewed by the Missouri Department of Higher Education since the February 4, 2015, board meeting. These proposals are submitted to the Coordinating Board for Higher Education for action.

The following tables provide a summary of the proposed program actions submitted to the CBHE since the February meeting. The complete listing of proposed program actions can be found in the attachment to this agenda item.

#### Public Institutions

	Certificates	Associates	Baccalaureate	Graduate	Total
<b>Deleted</b>	4	0	0	0	4
<b>Inactivated</b>	5	4	1	0	10
<b>Other Program Changes*</b>	13	6	2	4	25
<b>New</b>	14	1	4	6	25
<b>Off-Site</b>	0	1	0	1	2
<b>Programs Withdrawn</b>	0	0	0	0	0

\*includes options inactivated/deleted, options added, titles changed, programs combined, and coursework revised

#### Public Comments for Public Institutions

All new program proposals from public institutions are posted for review and comment for the standard twenty working days. Public comments, and the nature of the comment, were received for institutions and programs below. The institutions were asked to provide response to these comments.

#### **Crowder College, C1, Computer Aided Drafting**

Comment received:

*They have used a CIP code that is not valid within the DESE system. We have 15.1301.*

#### **Missouri State University-West Plains, AA, Health Professions**

Comment received:

*First—are they really wanting an AA degree or are they wanting an AAS degree.  
Second—the CIP code is not valid.*

#### **Southeast Missouri State University, BS, Industrial and Systems Engineering**

Comments received (summarized) included:

- 1) Concerns regarding duplication of programs located at the University of Missouri-Columbia and Missouri University of Science and Technology*

- 2) *Questions regarding the sustainability of a program with low student enrollment projections; and*
- 3) *A proposal to develop a collaborative relationship with the University campuses through articulated transfer and/or development of pre-Industrial Engineering or pre-Engineering Management emphasis programs at Southeast Missouri State University. **This program is currently under MDHE review.***

**University of Missouri-Kansas City, C0, Propel Undergraduate Certificate**

Comments received (2)

- 1) *I am the parent of a daughter born with a developmentally [sic] disability and I am In support of the Propel Undergraduate Certificate Program that will help students with intellectual disabilities receive a higher education. The degree of the student’s disability varies from person to person and the ability to earn a certificate is fantastic. My daughter earned her bachelor’s degree and is now within the workforce. She feels great about herself and her ability to use what she has learned to help others. There are many barriers that people with intellectual and developmental disabilities face but education should not be one. This program will begin to help students with disabilities feel they can achieve a higher education goal and earn more wages.*
- 2) *The Propel Undergraduate Certificate, if the application is approved, will meet a need for young adults with intellectual developmental disabilities in Missouri. Millions of people in the United States access post secondary education as their pathway to personal and professional growth. Education affords financial benefits that come with a successful career track. People with intellectual and developmental disabilities (IDD) in Missouri lack the opportunity to realize the benefits of college. As a result, few people with IDD have attended college because there are few post secondary programs that include people with IDD. This limits their employment opportunities. The focus of the Propel Undergraduate Certificate is on accessible post secondary education, employment and community participation. Earning this certificate at the University of Missouri-Kansas City will give young adults a foundation for being competitively employed in integrated Missouri Communities.*

**Independent Institutions**

	<b>Certificates</b>	<b>Associates</b>	<b>Baccalaureate</b>	<b>Graduate</b>	<b>Total</b>
<b>Deleted</b>	0	0	0	0	0
<b>Inactivated</b>	0	0	0	0	0
<b>Other Program Changes*</b>	0	0	1	0	1
<b>New</b>	1	0	4	2	7
<b>Programs Withdrawn</b>	0	0	0	0	0

\*includes options inactivated/deleted, options added, titles changed, programs combined, and coursework revised.

## **Public Comments for Independent Institutions**

All new program proposals from independent institutions are posted for review and comment for the standard twenty working days. No public comments were received during the comment period for the attached program proposals.

## **Off-Site Location Update**

The following location updates were provided to the MDHE for update to the approved Off-Site Inventory as appropriate.

### **Added Locations**

#### ***Columbia College***

Columbia College-Parkade Center  
601 Business Loop 70 West, Suite 108  
Columbia, Missouri 65203

### **Closed Locations**

#### ***University of Missouri-St. Louis***

- 1) Lindbergh High School, 4900 South Lindbergh Boulevard, St. Louis, MO 63126
- 2) East Central College, 1964 Prairie Dell Road, St. Louis, MO 63084
- 3) Poplar Bluff Telecommunication, 2080 Three Rivers Blvd., Poplar Bluff, MO 63901
- 4) Missouri S&T, 1870 Miners Circle, Rolla, MO 65409
- 5) Southern TCRC, 147 State Hwy T, Portageville, MO 63873
- 6) St. Louis Community College-Florissant Valley, 3400 Pershall Road, Ferguson, MO 63135

### **Course Notifications**

MDHE was notified that less than 50% of the following approved programs were being offered at the following instructional site locations.

#### **University of Missouri-Kansas City**

- 1) MA, Language and Literacy
- 2) EdSp, Language and Literacy
- 3) GRCT, Culturally Responsive Pedagogy
- 4) GRCT, Special Reading

Instructional Sites: Kansas City Missouri Public Schools; Blue Springs School District, Grandview School District; North Kansas City School District; Independence School District; Hickman Mills School District; Center School District; Raytown School District; Brookside Charter; Frontier Schools of Innovation; University Academy; Allen Village

- 5) MA, School Counseling and Guidance  
Instructional Sites: Blue Springs School District

## **STATUTORY REFERENCE**

Sections 173.005.2(1), 173.005.2(8), 173.005.11, 173.030(1), and 173.030(2), RSMo, Statutory requirements regarding CBHE approval of new degree programs.

**RECOMMENDED ACTION**

Assigned to Consent Agenda

**ATTACHMENT(S)**

Attachment: Academic Program Actions

DRAFT

## ACADEMIC PROGRAM ACTIONS

### Academic Program Changes (Public Institutions)

#### Crowder College

- 1) Current Program:  
C0, Industrial Electrical Technician, CIP 150613

Proposed Change:  
Title change only

Program as Changed:  
C0, Programmable Logic Controller, CIP 150613 (title change)

#### Metropolitan Community College

- 1) Current Program:  
AAS, Child Growth and Development, CIP 190709  
C1, Child Growth and Development, CIP 190709

Proposed Change:  
Title change only

Program as Changed:  
AAS, Early Childhood Development and Education, CIP 190709 (title change)  
C1, Early Childhood Development and Education, CIP 190709 (title change)

- 2) Current Program:  
C0, Cisco Academy Certificate, CIP 110202

Proposed Change:  
Title change only

Program as Changed:  
C1, CCENT & CCNA, CIP 110202 (title change only)

- 3) Current Program:  
AAS, Environmental Health & Safety Technology, CIP 150507  
AAS, Environmental, CIP 150507  
AAS, Health and Safety, CIP 150507  
C1, Environmental Specialist, CIP 150507  
C1, Health & Safety Specialist, CIP 150507  
C1, Health & Safety Management, CIP 150507  
C1, Environmental Health & Safety Technology, CIP 150507

Proposed Change:  
Combination program and inactivate program

Program as Changed:

AAS, Environmental Health & Safety, CIP 150507 (combination program)  
C1, Environmental Health & Safety Technology, CIP 150507 (combination program)  
~~AAS, Environmental Health & Safety Technology, CIP 150507 (inactivate program)~~  
~~AAS, Environmental, CIP 150507(inactivate program)~~  
~~AAS, Health and Safety, CIP 150507(inactivate program)~~  
~~C1, Environmental Specialist, CIP 150507(inactivate program)~~  
~~C1, Health & Safety Specialist, CIP 150507(inactivate program)~~  
~~C1, Health & Safety Management, CIP 150507(inactivate program)~~  
~~C1, Environmental Health & Safety Technology, CIP 150507(inactivate program)~~

- 4) Current Program:  
n/a

Proposed Change:  
Addition of free-standing single-semester certificate program

Program as Changed:  
C0, Community Health Worker, CIP 190710 (add certificate)

- 5) Current Program:  
AAS, Systems Administration Engineering, CIP 110202  
C1, Systems Administration Engineering, CIP 110202  
C1, Cyber Security Professional, CIP 110202

Proposed Change:  
Title change and addition of certificate developed from approved parent degree

Program as Changed:  
AAS, Secure systems Administration Engineering, CIP 110202 (title change)  
C1, Secure Systems Administration Engineering, CIP 110202 (title change)  
C1, Information Security Fundamentals, CIP 110202 (title change)  
C0, Computer and User Support, CIP 110202 (add certificate)

- 6) Current Program:  
AAS, Engineering Technology, CIP 150000  
Construction Management

Proposed Change:  
Delete option, nomenclature change

Program as Changed:  
AAS, Engineering Technology, CIP 150000

~~Construction Management~~ (delete option)  
AAS, Construction Management, CIP 150000 (nomenclature change)

- 7) Current Program:  
AAS, Apparel & Textiles, CIP 190902  
Design & Production  
Merchandising & Marketing

Proposed Change:  
Inactivate program

Program as Changed:  
~~AAS, Apparel & Textiles, CIP 190902~~ (inactivate program)  
~~Design & Production~~  
~~Merchandising & Marketing~~

- 8) Current Program:  
C1, Surgical Technology, CIP 510909

Proposed Change:  
Inactivate program

Program as Changed:  
~~C1, Surgical Technology, CIP 510909~~ (inactivate program)

### Missouri Southern State University

- 1) Current Program:  
BA, Spanish, CIP 160905

Proposed Change:  
Addition of certificate developed from approved parent degree

Program as Changed:  
BA, Spanish, CIP 160905  
C0, Language Proficiency: Spanish, CIP 160905 (add certificate)

- 2) Current Program:  
BA, Japanese, CIP 160302

Proposed Change:  
Addition of certificate developed from approved parent degree

Program as Changed:  
BA, Japanese, CIP 160302  
C0, Language Proficiency: Japanese, CIP 1600302 (add certificate)

- 3) Current Program:  
BA, French, CIP 160901

Proposed Change:  
Addition of certificate developed from approved parent degree

Program as Changed:  
BA, French, CIP 160901  
C0, Language Proficiency: French, CIP 160901 (add certificate)

- 4) Current Program:  
BA, Chinese, CIP 160301

Proposed Change:  
Addition of certificate developed from approved parent degree

Program as Changed:  
BA, Chinese, CIP 160301  
C0, Language Proficiency: Chinese, CIP 160301 (add certificate)

#### **Missouri State University**

- 1) Current Program:  
n/a

Proposed Change:  
Addition of free-standing single-semester certificate program

Program as Changed:  
C0, Fire Administration, CIP 430202 (add certificate)

#### **Missouri Western State University**

- 1) Current Program:  
MAS, Engineering Technology Management, CIP 309999

Proposed Change:  
CIP code change

Program as Changed:  
MAS, Engineering Technology Management, CIP 151501 (CIP code change)

#### **North Central Missouri College**

- 1) Current Program:  
C1, Practical Nursing, CIP 513901 (main campus, Maryville)

Proposed Change:  
Title Change and Curricular change from 60 credit hours to 42 credit hours

Program as Changed:  
C1, PN Program, CIP 513901 (title and credit hour change)

- 2) Current Program:  
AAS, Nursing (1+1 PN to ADN), CIP 513801 (main campus, Maryville)

Proposed Change:  
Title Change and Curricular change from 78 credit hours to 70 credit hours

Program as Changed:  
AAS, PN to ADN Program, CIP 513801 (main campus, Maryville, online) (title and credit hour change)

- 3) Current Program:  
AAS, Diagnostic Medical Sonography, CIP 510910

Proposed Change:  
Curricular change from 69 credit hours to 64 credit hours

Program as Changed:  
AAS, Diagnostic Medical Sonography, CIP 510910 (credit hour change)

#### **Northwest Missouri State University**

- 1) Current Program:  
C0, Information Systems, CIP 110401

Proposed Change:  
Delete program

Program as Changed:  
~~C0, Information Systems, CIP 110401~~ (delete program)

- 2) Current Program:  
BS, English, CIP 230101

Proposed Change:  
Inactivate program

Program as Changed:  
~~BS, English, CIP 230101~~ (inactivate program)

- 3) Current Program:  
BA, English, CIP 230101

Proposed Change:  
Add option

Program as Changed:  
BA, English, CIP 230101  
Creative Writing (add option)

**St. Louis Community College**

- 1) Current Program:  
AAS, Computer Integrated Manufacturing, CIP 150613

Proposed Change:  
Addition of certificate developed from approved parent degree program

Program as Changed:  
AAS, Computer Integrated Manufacturing, CIP 150613  
C0, Robotics & Automation, CIP 150613 (add certificate)

- 2) Current Program:  
C1, Quality Technology, CIP 150702

Proposed Change:  
Delete program

Program as Changed:  
~~C1, Quality Technology, CIP 150702 (delete program)~~

- 3) Current Program:  
C0, Quality Technology, CIP 150702

Proposed Change:  
Delete program

Program as Changed:  
~~C0, Quality Technology, CIP 150702 (delete program)~~

- 4) Current Program:  
AAS, Network Engineering, CIP 110901

Proposed Change:  
Addition of certificate developed from approved parent degree program

Program as Changed:  
AAS, Network Engineering, CIP 110901  
C1, Network Security, CIP 110901 (add certificate)

- 5) Current Program:  
C0, Computer Aided Manufacturing, CIP 151302

Proposed Change:  
Delete program

Program as Changed:  
~~C0, Computer Aided Manufacturing, CIP 151302 (delete program)~~

### University of Missouri-Columbia

- 1) Current Program:  
MS, Biomedical Sciences, CIP 512501  
Biomedical Sciences  
Comparative Medicine  
Pathobiology  
Veterinary Medicine and Surgery

Proposed Change:  
Options added to existing program

Program as Changed:  
MS, Biomedical Sciences, CIP 512501  
Biomedical Sciences  
Comparative Medicine  
Pathobiology  
Veterinary Medicine and Surgery  
Veterinary Sciences (add option)

- 2) Current Program:  
BS, Agricultural Systems Management, CIP 010201

Proposed Change:  
Addition of certificate developed from approved parent degree

Program as Changed:  
BS, Agricultural Systems Management, CIP 010201  
C0, Precision Agriculture Technology, CIP 010201 (add certificate)

- 3) Current Program:  
MPH, Public Health, CIP 512201

Proposed Change:  
Addition of certificate developed from approved parent degree

Program as Changed:  
MPH, Public Health, CIP 512201  
GRCT, Epidemiology, CIP 261309 (add certificate)

- 4) Current Program:  
BA, Geography, CIP 450701  
General Geography  
Geographic Information Sciences  
Physical/Environmental  
Regional/Cultural  
Urban/Population

Proposed Change:  
Delete options

Program as Changed:  
BA, Geography, CIP 450701  
General Geography  
Geographic Information Sciences  
Physical/Environmental  
Regional/Cultural  
~~Urban/Population~~ (delete option)

- 5) Current Program:  
MA, Psychology, CIP 422799  
Applied Psychometrics  
Child Development and Developmental Psychology  
Clinical Psychology  
Cognition and Neuroscience  
Developmental Psychology  
Social/Personality Psychology

Proposed Change:  
Title change only

Program as Changed:  
MA, Psychology, CIP 422799  
Quantitative Psychometrics (title change)  
Child Development and Developmental Psychology  
Clinical Psychology  
Cognition and Neuroscience  
Developmental Psychology  
Social/Personality Psychology

- 6) Current Program:  
BHS, Bachelor of Health Science, CIP 510000  
Rehabilitation Sciences  
Pre-Professional  
Leadership & Policy  
Health & Wellness

Proposed Change:  
Title change only

Program as Changed:  
BHS, Bachelor of Health Science, CIP 510000  
Rehabilitation Sciences  
Pre-Professional  
Leadership & Policy  
Health & Wellness Services (title change)

**University of Missouri-Kansas City**

- 1) Current Program:  
MSN, Nursing, CIP 513801  
Psychiatric Mental Health Nurse Practitioner  
Neonatal Nurse Practitioner  
Nurse Educator

Proposed Change:  
Reactivate program options

Program as Changed:  
MSN, Nursing, CIP 513801  
Adult Gerontology Nurse Practitioner (reactivate option)  
Family Nurse Practitioner (reactivate option)  
Pediatric Nurse Practitioner (reactivate option)  
Women's Health Nurse Practitioner (reactivate option)  
Psychiatric Mental Health Nurse Practitioner  
Neonatal Nurse Practitioner  
Nurse Educator

**University of Missouri-St. Louis**

- 1) Current Program:  
GRCT, Post-MSN Family Nurse Practitioner, CIP 513805

Proposed Change:  
Title change only

Program as Changed:  
GRCT, Post-Graduate Family Nurse Practitioner, CIP 513805 (title change)

- 2) Current Program:  
GRCT, Post-MSN Pediatric Nurse Practitioner, CIP 513809

Proposed Change:  
Title change only

Program as Changed:  
GRCT, Post-Graduate Pediatric Nurse Practitioner, CIP 513809 (title change)

- 3) Current Program:  
GRCT, Post-MSN Psychiatric-Mental Health Nurse Practitioner, CIP 513810

Proposed Change:  
Title change only

Program as Changed:  
GRCT, Post-Graduate Psychiatric-Mental Health Nurse Practitioner, CIP 513810 (title change)

- 4) Current Program:  
GRCT, Post-MSN Women's Health Nurse Practitioner, CIP 513822

Proposed Change:  
Title change only

Program as Changed:  
GRCT, Post-Graduate Women's Health Nurse Practitioner, CIP 513822 (title change)

- 5) Current Program:  
GRCT, Post-MSN Adult-Geriatric Nurse Practitioner, CIP 513803

Proposed Change:  
Title change only

Program as Changed:  
GRCT, Post-Graduate Adult-Geriatric Nurse Practitioner, CIP 513803 (title change)

- 6) Current Program:  
GRCT, Post-MSN Nurse Educator, CIP 513817

Proposed Change:  
Title change only

Program as Changed:  
GRCT, Post-Graduate Nurse Educator, CIP 513817 (title change)

**Received and Reviewed Changes in Programs (Independent Colleges and Universities; includes Discontinued Programs and Programs Placed on Inactive Status)**

**Bolivar Technical College**

- 1) Current Program:  
AS, Medical Assistant, CIP 510801

Proposed Change:  
Addition of certificate developed from approved parent degree

Program as Changed:  
AS, Medical Assistant, CIP 510801  
C1, Medical Assistant, CIP 510801 (add certificate)

### **Maryville University**

- 1) Current Program:  
BFA, Interactive Design, CIP 500411

Proposed Change:  
Add option

Program as Changed:  
BFA, Interactive Design, CIP 500411  
Game Design (add option)

### **Program Changes Requested and Not Approved**

No actions of this type have been taken since the last board meeting.

### **New Programs Recommended for Provisional Approval (Public Institutions)**

#### **Crowder College**

- 1) C1, Computer Aided Drafting, CIP 151301 (for delivery main, online)

#### **Harris-Stowe State University**

- 1) GRCT, Cybersecurity Management, CIP 111003 (for delivery main)
- 2) GRCT, Health Administration, CIP 510701 (for delivery main, online)
- 3) MAEd, Curriculum and Instruction, CIP 130301 (for delivery main, online)  
Teaching, Mathematics, and Reading (STEM)
- 4) MBA, Health Administration, CIP 510701 (for delivery main, online)
- 5) MS, Cybersecurity Management, CIP 111003 (for delivery main)

#### **Missouri State University-West Plains**

- 1) AA, Health Professions, CIP 511199 (for delivery main)

#### **Northwest Missouri State University**

- 1) BA, Writing, CIP 231301 (for delivery main)  
Creative Writing  
Publishing
- 2) BS, Geographic Information Science, CIP 450799 (for delivery main)  
Precision Agriculture
- 3) BS, Writing, CIP 231301 (for delivery main)  
Professional Writing

- 4) MA, Strategic Communication, CIP 090901 (for delivery main, Northwest-KC Center, online)-competency-based

#### **Southeast Missouri State University**

- 1) BS, Industrial Distribution, CIP 151501 (for delivery main)

#### **State Fair Community College**

- 1) AA, General Studies, CIP 240101 (for delivery at Camdenton High School, 662 Laker Pride Road, Camdenton, MO 65020)

#### **Truman State University**

- 1) MAT, Master of Athletic Training, CIP 510913 (for delivery main)

#### **University of Missouri-Columbia**

- 1) LL.M, American Law, CIP 220203 (for delivery main)
- 2) MS, Data Science and Analytics, CIP 119999 (for delivery main and online)

#### **University of Missouri-Kansas City**

- 1) C0, Propel Undergraduate Certificate, CIP 309999 (for delivery main)

### **New Residence Sites Recommended for Provisional Approval**

#### **Crowder College**

- 1) Advanced Training and Technology Center  
420 South Grand Avenue  
Joplin, MO 64801

### **New Programs Received and Reviewed (Independent Colleges and Universities)**

#### **Cottey College**

- 1) BA, Business Administration-Management, CIP 520201 (for delivery main)
- 2) BA, Environmental Studies, CIP 030103 (for delivery main)
- 3) BA, Liberal Arts, CIP 240101 (for delivery main)
- 4) BS, Health Sciences, CIP 510000 (for delivery main)

#### **Logan University**

- 1) DHPE, Doctorate of Health Professions Education, CIP 519999 (for delivery main)

#### **Maryville University**

- 1) MS, Accounting, CIP 520301 (for delivery main)

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Performance Funding – Sixth Measure  
Coordinating Board for Higher Education  
April 27, 2016

### DESCRIPTION

On June 19, 2014, Governor Nixon signed Senate Bill 492, codifying the existing performance funding model approved by the Coordinating Board for Higher Education in 2012. The legislation also created the requirement to establish a new performance metric linked to job placement and continuing education. The intent of this agenda item is to provide the board with information about this additional measure as background for presentations at the meeting from Council on Public Higher Education and Missouri Community College Association updating the board on progress toward implementation of this statutory requirement.

### Background

The addition of the graduate outcomes measure mandated by SB 492, commonly referred to as the “sixth measure”, led to extensive discussions within and between sectors regarding the most meaningful and realistic approaches to measurement and reporting. MCCA and COPHE have discussed strengths and weaknesses of various approaches internally and with MDHE staff, and are potentially prepared to pilot data collection for inclusion in the fall 2016 / FY 2018 performance funding cycle.

### Community College Approach

MCCA presented the broad outline of an approach at the June 2015 Coordinating Board meeting that would use the existing federal Perkins/180-day follow-up survey, the National Student Clearinghouse, and state wage records, with the assistance of MDHE staff, to account for effectively all certificate and associate’s degree completers. MDHE, community college, and MCCA staff have since had further discussions, and have since come to a fairly specific understanding of which students would be covered by which approach and which would be considered successful.

Some discussion is still needed regarding timelines for reporting in working through the three components for follow-up, and success criteria for students found only in the wage data are yet to be determined. Sustained excellence benchmarks are also to be determined, but these discussions will likely be facilitated by having a year’s data in hand after the upcoming fall reporting cycle.

### Public Four-Year Approach

Fairly early in its consideration of the graduate outcomes measure, COPHE institutions had reached consensus that a survey of graduates was the best approach to inform reporting. While several alternatives were considered, COPHE has decided to administer the “First-Destination

Coordinating Board for Higher Education  
April 27, 2016

Survey” developed and published by the National Association of Colleges and Employers (NACE). The survey collects data on several outcome statuses, including employment, voluntary and military service, and continuing education, and comparable national data would be available. COPHE institutions plan to administer the survey to spring 2016 graduates (associate’s and baccalaureate) and in all terms thereafter. The NACE survey does not explicitly address “student job placement in a field or position associated with the student's degree level”, but COPHE contends that survey questions designed and tested to address this question have proven confusing to students and have not yielded consistent and usable data.

Similar to MCCA, some discussion remains regarding success criteria and the most meaningful comparison to national data, as well as potential sustained excellence benchmarks, but these discussions will likely also be facilitated by having a year’s data in hand after the upcoming fall reporting cycle. COPHE has also discussed but not reached consensus on a response rate threshold or graduated thresholds that institutions would need to exceed to be eligible for funding.

### **Conclusion**

Representatives of MCCA and COPHE will present at the CBHE meeting, and will be available for questions. Based on the understanding that the approaches described above are consistent with the performance funding update previously approved by the CBHE, MDHE staff will work with MCCA, COPHE, and the institutions toward reporting of pilot data in the fall 2016 / FY 2018 performance funding reporting cycle. Additional technical documentation and revised data reporting templates will be required and made available for discussion and comment. It is our expectation that these data will not be used in the distribution of funding for FY 2018, but will assist in building trend data and defining success criteria for the distribution of funds in later years.

### **STATUTORY REFERENCES**

163.191, RSMo., State aid to community colleges  
173.1006, RSMo., Establishment of performance measures  
173.1540 RSMo., State aid to four-year institutions  
178.638, RSMo., Oversight of college by coordinating board and state board of education

### **RECOMMENDED ACTION**

This is an information item only.

### **ATTACHMENT(S)**

None

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

2016 Legislative Session  
Coordinating Board for Higher Education  
April 27, 2016

### **DESCRIPTION**

The Second Regular Session of the 98<sup>th</sup> General Assembly is underway, and some higher education-related issues continue to receive attention. A report detailing higher education-related legislation being tracked by the department, filed as of April 15, 2016, is provided as an attachment. Updated information will be provided in the verbal report that accompanies this item at the April 27, 2016 CBHE meeting. The following is a summary of some of the major areas of legislative interest.

#### **College Completion**

SB 997 (Senator Pearce) is the department's legislative priority and has four parts – dual credit, 15 to Finish, Guided Pathways to Success, and concurrent postsecondary enrollment – which encourage students to complete their degree on time. These provisions are intended to promote best practices for improving college attainment and are an outcome of the Blueprint process. Language has been added to the introduced bill to reauthorize the War Veterans Survivor program which has sunset. This program provides a tuition grant for surviving spouses and children of war veterans and changes the definition of eligible student to include children who were a dependent within five years subsequent to the injury and individuals who became spouses within five years subsequent to the injury.

#### **Firearms on Campus**

Bills have been introduced in both chambers that would effectively remove the current statutory ban on carrying a concealed firearm on a college campus. HB 1899 (Rep. Taylor) and SB 589 (Sen. Dixon) would remove the ban entirely. HB 1910 (Rep. Kelly) and SB 731 (Sen. Munzlinger) remove the ban but do allow institutions to seek exemptions under certain conditions. HB 2698 (Rep. Taylor) would remove the ban entirely but limit the areas where concealed firearms are allowed on campus. Several institutions have responded that the requirements to receive an exemption under these bills (e.g., the permanent placement of security personnel and electronic weapons screening devices at each entrance to any building and a requirement that security personnel screen each person entering the building for weapons) would be cost prohibitive.

#### **Degree Authority**

HB 2622 (Rep. Austin) and SB 1088 (Sen. Schmitt) would change the statutory provisions relating to the University of Central Missouri, Southeast Missouri State University, Missouri State University, Northwest Missouri State University, Missouri Western State University, Missouri Southern State University, Harris-Stowe State University, and Truman State

Coordinating Board for Higher Education  
April 27, 2016

University. The proposed changes would authorize those institutions “to offer baccalaureate and graduate degree programs, subject to the approval of the coordinating board for higher education...” The bills would also remove the current requirement that Missouri State University work cooperatively with the University of Missouri on the delivery of engineering and doctoral programs. Finally, the CBHE could not require as a condition for approval of new graduate degree programs the development of cooperative agreements between institutions.

### **Student Financial Aid**

Several bills have been filed that would revise existing aid programs or establish new ones. HB 1964 (Rep. Walker) revises the Public Service Officer Survivor Program to include emergency medical technicians, certain staff in the state fire marshal’s office, and certain air ambulance personnel.

SB 650 (Sen. Pearce) modifies the A+ Scholarship program by removing the requirement that an eligible student attend a designated A+ high school in the three years immediately prior to graduation. This would permit students involved in yearlong activities, such as study abroad and internships, to maintain their eligibility for the program. HB 1543 (Rep. Brown) would prohibit A+ reimbursement for remedial college courses.

SB 712 (Sen. Chappelle-Nadal) would add several student eligibility requirements to the Access Missouri program. Those requirements include the development of a personal plan of study beginning in the 9<sup>th</sup> grade and 50 hours of tutoring and mentoring. The bill would also make students meeting these eligibility requirements eligible to receive awards from the program for the cost of dual credit coursework.

SB 777 (Sen. Munzlinger) and HB 1716 (Rep. Lichtenegger) establish a new category of institutional eligibility for the Access Missouri program for “approved virtual institutions.”

### **STEM-related Legislation**

There is considerable interest in providing incentives for employers to hire individuals that have completed a degree in a STEM area. HB 1640 (Rep. Hicks), HB 2124 (Rep. Butler) and SB 873 (Sen. Pearce) would authorize a tax liability transfer for an employer that provides an internship to a student majoring in a STEM field. In addition, a Missouri employer that provides education benefits for employment in health care, engineering or information technology would also be eligible for a tax liability transfer.

### **Other Higher Education Legislation**

HB 1401 (Rep. Conway) would allow community college police officers to establish and enforce regulations to control traffic on campus thoroughfares. HB 1678 (Rep. Solon), HB 2204 (Rep. Newman), and SB 656 (Sen. Nasheed) all deal with reducing the incidence of sexual assault on college campuses. HB 2234 (Rep. Dohrman) requires the Department of Higher Education to develop and maintain a student portal containing information to assist students with information about postsecondary education, including credit transfer. HB 2742 (Rep. Fitzwater – 144)

addresses an issues faced by some institutions relating to eligibility for federal student aid and requires the Department of Higher Education to maintain and publish on its website a list of postsecondary educational institutions meeting certain requirements.

**STATUTORY REFERENCE**

Chapter 173, RSMo, Department of Higher Education

**RECOMMENDED ACTION**

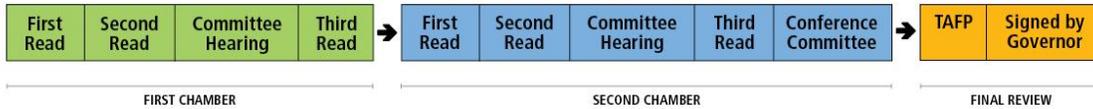
This is an information item only.

**ATTACHMENT(S)**

Attachment: MDHE Legislative Update – April 15, 2016



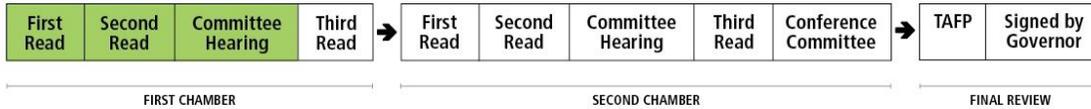
**LEGISLATIVE UPDATE**  
April 15, 2016



**Summary of Legislation Impacting Higher Education**

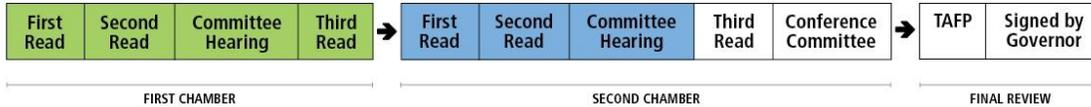
**HB1383 English**     A+ Schools Program requirements: Expands the A+ Schools Program to graduates of any Missouri high school who meet the program requirements.

**Bill History**     Committee: [House Education \(Select\)](#)



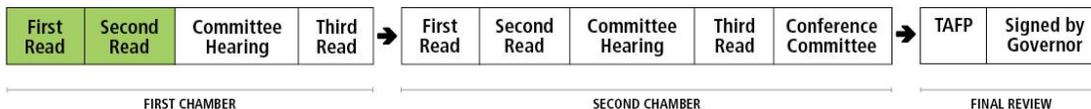
**HB1401 Conway**     Control of traffic on college campuses: Allows community college boards of trustees to establish regulations to control vehicular traffic on any thoroughfare owned or maintained by the college.

**Bill History**     Committee: [Senate Education](#)



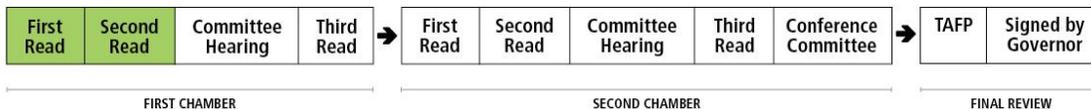
**HB1438 Mims**     Favoritism in higher education: Requires public institutions of higher education to adopt policies on student favoritism by September of 2017. The policy must establish a procedure for addressing allegations of favoritism toward any student and an institution must uniformly and consistently apply the policy, make it easily accessible, and train campus leaders about its contents.

**Bill History**     Committee: [House Higher Education \(Standing\)](#)



**HB1543 Brown**     A+ tuition reimbursement: Specifies that students shall not receive A+ tuition reimbursement for remedial college courses.

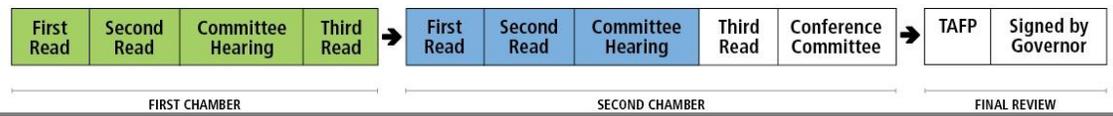
**Bill History**     Committee:



<p>HB1571 Lynch</p>	<p><u>MO National Guard Educational Assistance Grant</u>: Allows members of the reserves of any branch of the United States armed forces to be eligible for a Missouri National Guard educational assistance grant.</p> <p>Bill History Committee: <a href="#">House Veterans (Standing)</a></p>
<p>HB1610 Swan</p>	<p><u>Postsecondary course options</u>: Changes the laws regarding postsecondary course options (dual enrollment) by broadening the definition of schools allowed to cooperate with public high schools to offer those options to include the State Technical College of Missouri.</p> <p>Bill History Committee: <a href="#">Senate Education</a></p>
<p>HB1613 Swan</p>	<p><u>Identifying students at risk</u>: Requires school districts to develop a system for identifying students who are at risk of not being ready for college-level work or entry-level career positions.</p> <p>Bill History Committee:</p>
<p>HB1637 Dohrman</p>	<p><u>Course in freedom of speech</u>: Requires graduates of two-year and four-year institutions of higher education located in Missouri to have successfully completed a three credit hour course in the freedom of speech.</p> <p>Bill History Committee: <a href="#">House Education (Select)</a></p>
<p>HB1640 Hicks</p>	<p><u>Modifies the Science, Technology, Engineering and Mathematics Fund</u>: Authorizes a tax liability transfer for an employer that hires a student majoring in the field of science, technology, engineering, or mathematics for an internship. Up to \$5,000 of the employer's state tax liability may be annually removed from the general fund and placed in the Science, Technology, Engineering and Mathematics Fund. The bill also allows an employer with facilities in Missouri that provides educational benefits to a qualified individual or trains a qualified individual for an employment position in the health care, engineering, or information technology field to apply to have up to \$5,000 of the employer's state tax liability removed from the general fund and placed in the Science, Technology, Engineering and Mathematics Fund for up to one year. The Department of Higher Education must establish a procedure for approving applications.</p> <p>Bill History Committee:</p>

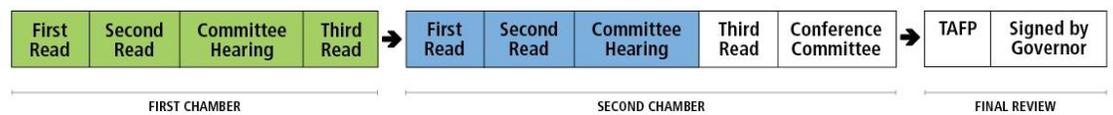
**HB1658 Frederick** Establishes the Show-Me Compassionate Medical Education Act: Designates August 28, 2016, and thereafter the date designated by the show-me compassionate medical research project committee, as "Show-Me Compassionate Medical Education Day" in Missouri. In addition, no medical school in the state shall prohibit, discourage, or otherwise restrict a medical student organization or medical organization from conducting a study on the prevalence of depression, suicide, or other mental health issues among medical students. Medical schools may also collaborate with the show-me compassionate medical education research project committee to conduct a single center or multicenter study or studies in order to facilitate the collection of data and implement practices and protocols to minimize stress and reduce the risk of depression and suicide for medical students.

**Bill History** Committee:



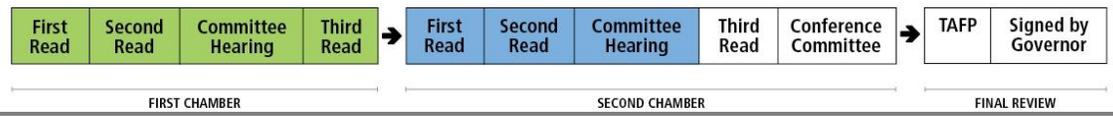
**HB1678 Solon** Student safety at higher ed institutions: Requires public institutions of higher education to implement memorandums of understanding with law enforcement with respect to sexual assaults on campus. **LANGUAGE ADDED TO [HB 1930](#) and [HB 1972](#)**

**Bill History** Committee: [Senate Education](#)



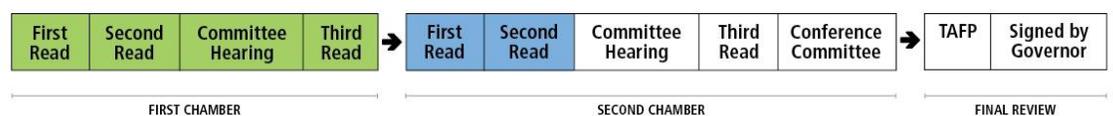
**HB1681 Haahr** Regulation of proprietary schools: Exempts yoga teacher training courses, programs, or schools from provisions of law regulating proprietary schools.

**Bill History** Committee:



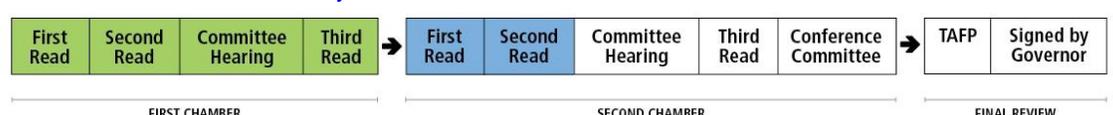
**HB1716 Lichtenegger** Virtual institutions: Allows students enrolled in approved virtual institutions to participate in the Access Missouri Financial Assistance Program.

**Bill History** Committee: [Senate Education](#)



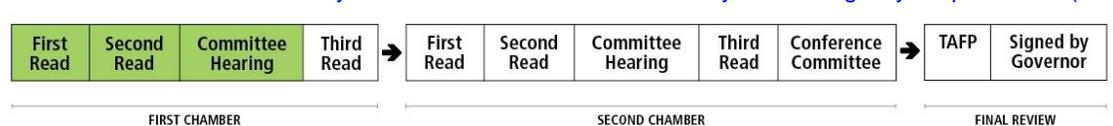
**HB1735 Davis** Password Privacy Protection Act: Prohibits an employer or educational institution from requiring or requesting certain persons to disclose their user name and password for a personal social media account.

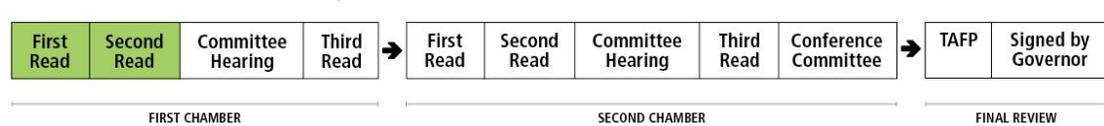
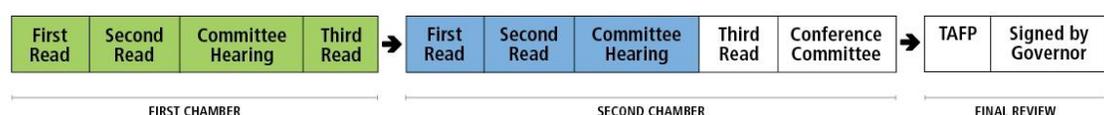
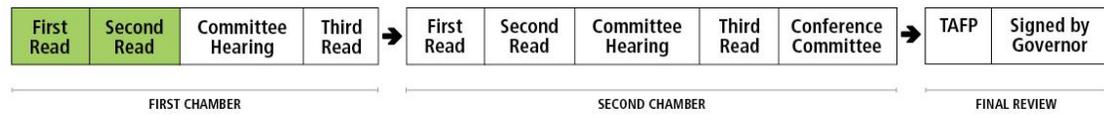
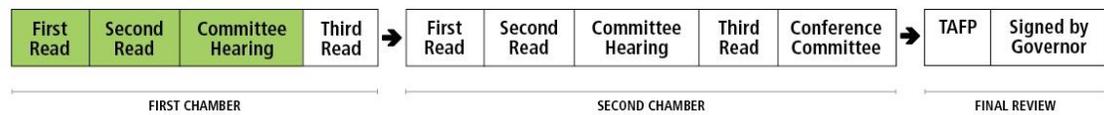
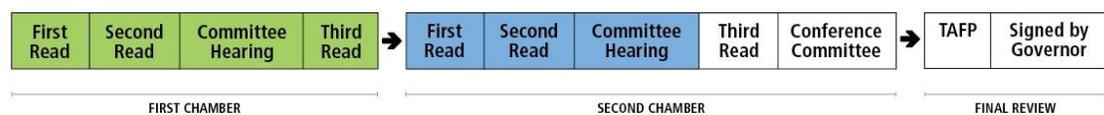
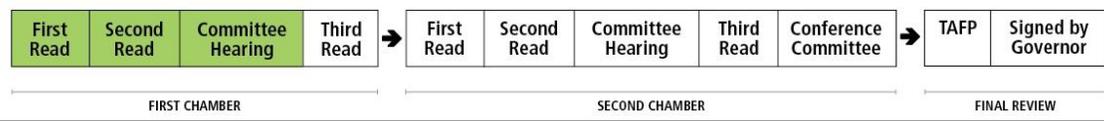
**Bill History** Committee: [Senate Education](#)



**HB1751 Roden** Public safety-emergency services: Contains various provisions relating to public safety and emergency services, including adding emergency medical technicians and certain staff of the state fire marshal's office to the list of individuals eligible for the Public Service Officer or Employee's Child Survivor Grant program.

**Bill History** Committee: [House Public Safety and Emergency Preparedness \(Standing\)](#)

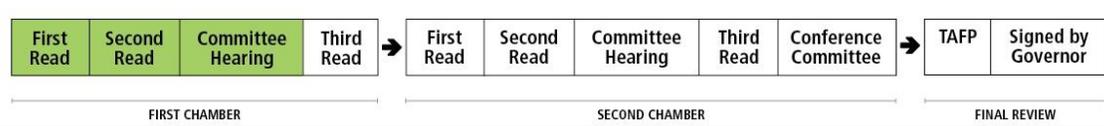
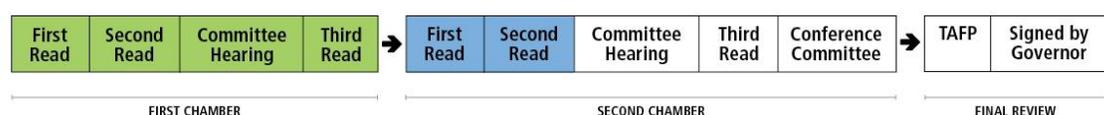
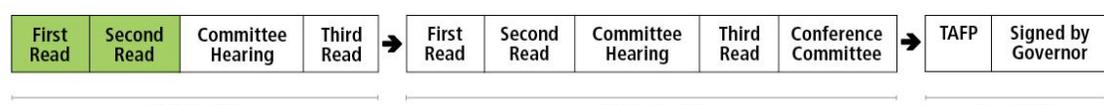
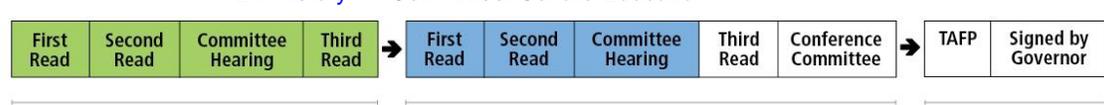
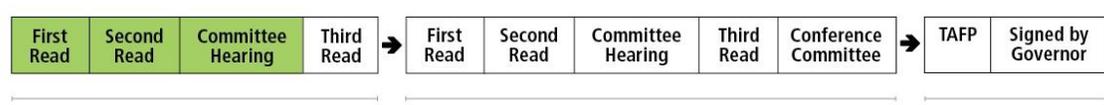
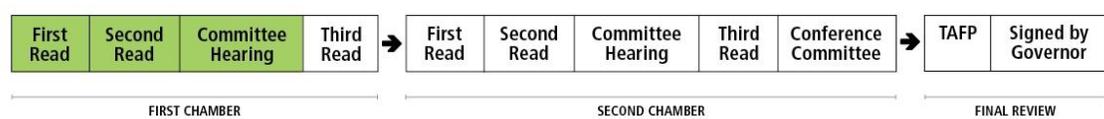


<p>HB1839 Gardner</p>	<p><u>Health care professionals to complete cultural competency training</u>: Requires all health care professionals to complete cultural competency training in school and as continuing education for licensure, certification, or registration.</p> <p>Bill History Committee:</p> 
<p>HB1850 Franklin</p>	<p><u>Health care workforce analysis</u>: Allows various state boards to collaborate with the Department of Health and Senior Services or other entities to collect and analyze workforce data to assess the availability of qualified health care providers.</p> <p>Bill History Committee:</p> 
<p>HB1899 Taylor</p>	<p><u>Removes concealed carry ban on DHE institutions</u>: Removes the current ban on carrying concealed firearms in higher education institutions.</p> <p>Bill History Committee: <a href="#">House Emerging Issues (Standing)</a></p> 
<p>HB1910 Kelley</p>	<p><u>Concealed carry in DHE institutions</u>: Removes the current ban on carrying concealed firearms in higher education institutions, but allows institutions to ban concealed firearms under certain conditions.</p> <p>Bill History Committee: <a href="#">House Emerging Issues (Standing)</a></p> 
<p>HB1964 Walker</p>	<p><u>Survivor benefits</u>: Adds emergency medical technicians, certain staff of the state fire marshal's office, and certain air ambulance personnel to the list of individuals eligible for the Public Service Officer or Employee's Child Survivor Grant program and changes the disbursement of any unpaid workers compensation into his or her estate.</p> <p>Bill History Committee: <a href="#">Senate Small Business, Insurance and Industry</a></p> 
<p>HB1984 McDaniel</p>	<p><u>Concurrent enrollment</u>: Directs the coordinating board for higher education to develop policies for concurrent enrollment in public two-year and four-year institutions of higher education.</p> <p>Bill History Committee:</p> 

<p>HB1985    <a href="#">McDaniel</a></p>	<p><u>Transferability of postsecondary academic credit</u>: Requires the department of higher education to establish a website with information about transferability of postsecondary academic credit. <b>MERGED WITH <a href="#">HB 2234</a></b></p> <p><b>Bill History</b>    Committee:</p>
<p>HB2003    <a href="#">Flanigan</a></p>	<p><u>Higher Education Appropriation</u>: Appropriates money for the expenses, grants, refunds, and distributions of the Department of Higher Education.</p> <p><b>Bill History</b>    Committee: <a href="#">Conference Committee on Budget</a></p>
<p>HB2014    <a href="#">Flanigan</a></p>	<p><u>Supplemental Appropriation</u>: To appropriate money for supplemental purposes for the several departments and offices of state government, including the Department of Higher Education and the University of Missouri.</p> <p><b>Bill History</b>    Committee: <a href="#">Conference Committee on Budget</a></p>
<p>HB2017    <a href="#">Flanigan</a></p>	<p><u>Reappropriation</u>: To appropriate money for capital improvement and other purposes. These projects include reappropriations projects in HB17 (2015) and bonding appropriations projects in HB 19 (2015).</p> <p><b>Bill History</b>    Committee:</p>
<p>HB2018    <a href="#">Flanigan</a></p>	<p><u>Capital Improvements Appropriation</u>: To appropriate money for capital improvement projects, including projects at the University of Missouri, Missouri Southern State University, Harris-Stowe State University, Lincoln University, Northwest Missouri State University, Missouri State University, Metropolitan Community College, and State Technical College of Missouri.</p> <p><b>Bill History</b>    Committee:</p>
<p>HB2058    <a href="#">Haahr</a></p>	<p><u>Cronkite New Voices Act</u>: Establishes that a student journalist has the right to exercise freedom of speech and of the press in school-sponsored media.</p> <p><b>Bill History</b>    Committee:</p>

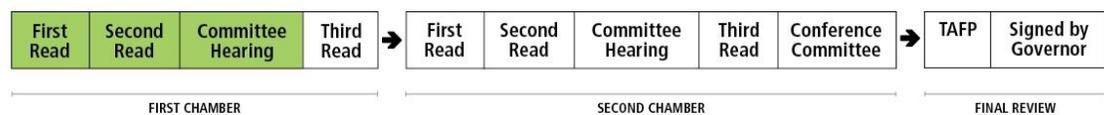
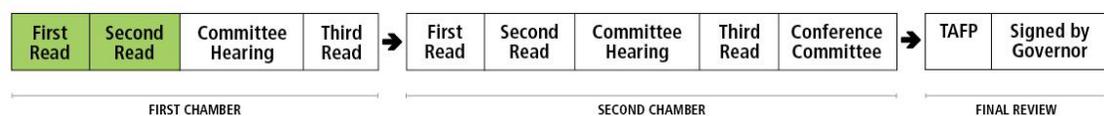
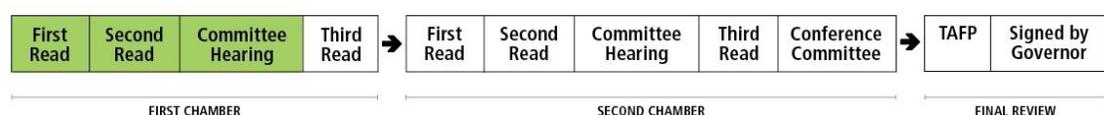
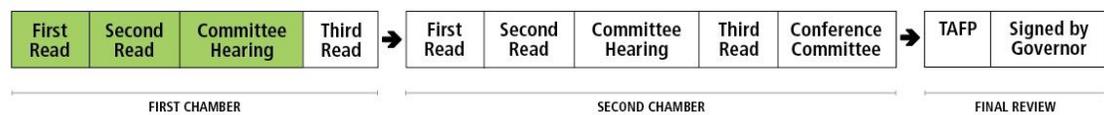
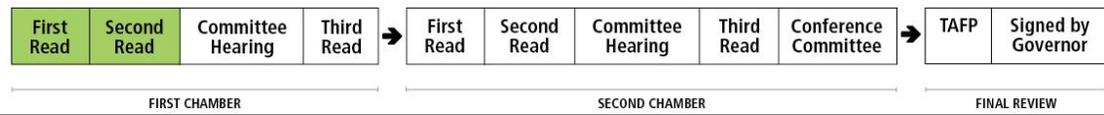
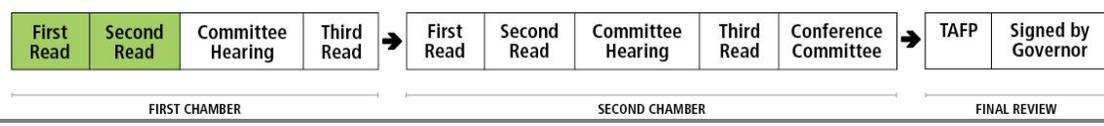
<p>HB2095 Chipman</p>	<p><u>Financial information provided by colleges/universities</u>: Requires that public colleges and universities provide on their websites and to students upon acceptance or before enrollment the estimated cost for each degree program offered.</p> <p>Bill History Committee: <a href="#">House Education (Select)</a></p>
<p>HB2096 Chipman</p>	<p><u>Health care fees</u>: Specifies that public colleges and universities shall not require their students to pay fees related to health care if they show proof of health insurance coverage.</p> <p>Bill History Committee: <a href="#">House Judiciary (Select)</a></p>
<p>HB2097 Chipman</p>	<p><u>Athletic scholarships</u>: Specifies circumstances in which athletic programs at public colleges and universities shall maintain athletic scholarships for student-athletes who are injured.</p> <p>Bill History Committee: <a href="#">House Education (Select)</a></p>
<p>HB2098 Chipman</p>	<p><u>On campus housing</u>: Prohibits public institutions of higher education from requiring students to live on campus.</p> <p>Bill History Committee: <a href="#">House Education (Select)</a></p>
<p>HB2099 Chipman</p>	<p><u>Student meal plans</u>: Prohibits public institutions of higher education from requiring students to purchase a meal plan.</p> <p>Bill History Committee: <a href="#">House Higher Education (Standing)</a> – <b>VOTED DO NOT PASS</b></p>
<p>HB2100 Chipman</p>	<p><u>Student reimbursement for lack of teaching</u>: Specifies that if a faculty member listed as the instructor for a course at a public college or university does not teach at least 75 percent of his or her classes for that course, then students in that course shall receive reimbursement of 25 percent of tuition and fees for that course. It also specifies that if a graduate or undergraduate student teaching assistant at a public college or university teaches, as the sole instructor present, at least 75 percent of classes for a course, then students in that course shall receive a reimbursement of 25 percent of tuition and fees for that course.</p> <p>Bill History Committee: <a href="#">House Higher Education (Standing)</a> – <b>VOTED DO NOT PASS</b></p>

HB2124 Butler	<p><u>Modifies the Science, Technology, Engineering and Mathematics Fund</u>: Authorizes a tax liability transfer for an employer that hires a student majoring in the field of science, technology, engineering, or mathematics for an internship. Up to \$5,000 of the employer's state tax liability may be annually removed from the general fund and placed in the Science, Technology, Engineering and Mathematics Fund. The bill also allows an employer with facilities in Missouri that provides educational benefits to a qualified individual or trains a qualified individual for an employment position in the health care, engineering, or information technology field to apply to have up to \$5,000 of the employer's state tax liability removed from the general fund and placed in the Science, Technology, Engineering and Mathematics Fund for up to one year. The Department of Higher Education must establish a procedure for approving applications.</p> <p><b>Bill History</b> Committee: <a href="#">House Education (Select)</a></p>
HB2143 Smith	<p><u>College Credit Disclosure Act</u>: Establishes the College Credit Disclosure Act that requires a higher education institution unaccredited by a regional accrediting agency to disclose that status to students before enrollment.</p> <p><b>Bill History</b> Committee: <a href="#">House Higher Education (Standing)</a></p>
HB2155 Davis	<p><u>Resident student status</u>: Allows individuals currently serving in the Missouri National Guard or in a reserve component if their home of record is Missouri to have resident student status for admission and tuition purposes at public institutions of higher education.</p> <p><b>Bill History</b> Committee:</p>
HB2156 Davis	<p><u>Missouri Returning Heroes' Education Act</u>: Changes the laws regarding the Missouri Returning Heroes' Education Act to require the application of state and federal student aid after the tuition discount and allow the reduction to result in aid that exceeds the cost of attendance. The bill would also remove the current 10 year limit on eligibility.</p> <p><b>Bill History</b> Committee: <a href="#">Senate Education</a></p>
HB2176 Curtis	<p><u>Tax credits and tuition rates for postsecondary students</u>: Allows students who cease attendance to claim a tax deduction for completing their remaining credit hours when they resume postsecondary attendance. Allows students who are enrolled in remedial education courses to receive a reimbursement from their high school's withholdings from the classroom trust fund payment. This bill would change the definition of a Missouri resident for purposes of tuition, fees, and admission. It also requires that 33 percent of student tuition increase be designated for faculty improvement and requires a tuition rate lock beginning in the 2016-2017 school year.</p> <p><b>Bill History</b> Committee: <a href="#">House Higher Education (Standing)</a></p>

<p>HB2179 Rone</p>	<p><u>Governing boards of public institutions of higher education</u>: Modifies provisions relating to membership qualifications for governing boards of public institutions of higher education by limiting the number of members who are employed in the same profession.</p> <p>Bill History Committee: <a href="#">House Education (Select)</a></p> 
<p>HB2186 Ross</p>	<p><u>Constitution Project recognition</u>: Allows school districts to develop policies on student recognition for participation in the Constitution Project of the Missouri Supreme Court, including the A+ tuition reimbursement program. <b>LANGUAGE ADDED TO <a href="#">SB 638</a></b></p> <p>Bill History Committee: <a href="#">Senate Education</a></p> 
<p>HB2204 Newman</p>	<p><u>Enough is Enough Act</u>: Requires higher education institutions to inform students and employees about sexual assault and amend sexual assault policies to include an affirmative consent standard.</p> <p>Bill History Committee:</p> 
<p>HB2234 Dohrman</p>	<p><u>Student web portal</u>: Requires the department of higher education to develop, maintain, and operate a website containing information for students about resources at public and private institutions of higher education.</p> <p>Bill History Committee: <a href="#">Senate Education</a></p> 
<p>HB2237 Rowden</p>	<p><u>University of Missouri extension councils</u>: Allows county commissioners who serve on boards and commissions to vote as a member of the county commission on any funding request submitted to the county commission without that vote being seen as a conflict of interest. Allows the University of Missouri extension councils in counties to obtain financing in their own name so long as it does not constitute a debt to the university and the university is not obligated to repay the financed amount.</p> <p>Bill History Committee:</p> 
<p>HB2241 Dohrman</p>	<p><u>Bill of Rights coursework</u>: Requires coursework addressing the Bill of Rights in secondary schools and coursework in the Constitutions of the United States and Missouri in introductory courses in American government and American history at colleges and universities.</p> <p>Bill History Committee: <a href="#">House Education (Select)</a></p> 

<p>HB2327 <a href="#">Curtis</a></p>	<p><u>Urban Education Institute</u>: Establishes the Urban Education Institute at Harris-Stowe State University to address the urban education crisis.</p> <p>Bill History Committee:</p>
<p>HB2337 <a href="#">Parkinson</a></p>	<p><u>Student health insurance</u>: Specifies that public colleges, universities, trade schools and vocational-technical schools must not bind students to third-party contracts for health insurance without written approval.</p> <p>Bill History Committee: <a href="#">Senate Education</a></p>
<p>HB2353 <a href="#">Morgan</a></p>	<p><u>Missouri Tuition Equity Act</u>: Changes the definition of a Missouri resident for purposes of tuition, fees, and admission at any higher education institution that receives state funds.</p> <p>Bill History Committee:</p>
<p>HB2432 <a href="#">Kendrick</a></p>	<p><u>Student loan refinancing option</u>: Gives the department of higher education authority to refinance certain student loans and to sell bonds to fund the purchase of such loans. The department of higher education may also originate student loans using proceeds generated from the refinancing of student loans.</p> <p>Bill History Committee: <a href="#">House Higher Education (Standing)</a></p>
<p>HB2464 <a href="#">Davis</a></p>	<p><u>Resident Student Status</u>: Allows dependents of all honorably discharged veterans who served in this state to have resident student status for admission and tuition purposes at public institutions of higher education.</p> <p>Bill History Committee:</p>
<p>HB2484 <a href="#">Eggleston</a></p>	<p><u>Resident Student Tuition</u>: Provides that tuition for resident students at the University of Missouri for academic year 2016-2017 shall not exceed the amount of tuition charged to resident students for the 2015-2016 academic year.</p> <p>Bill History Committee: <a href="#">House Higher Education (Standing)</a> – <b>VOTED DO NOT PASS</b></p>

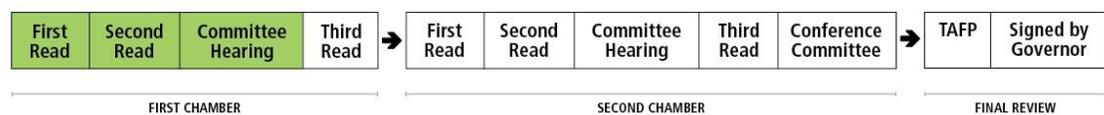
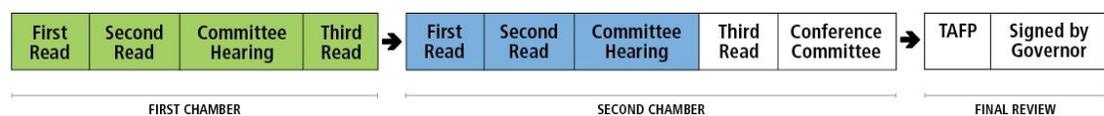
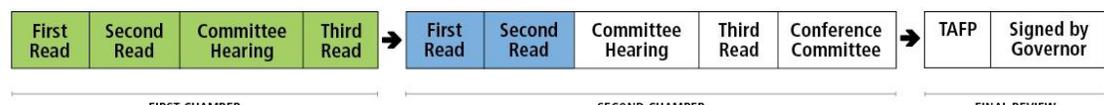
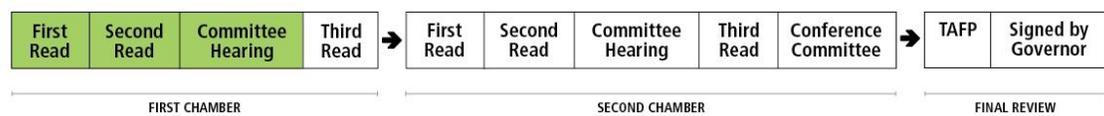
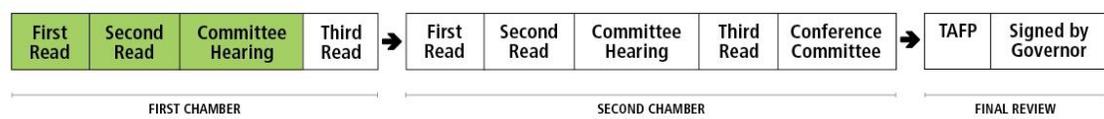
HB2517	McCann Beatty	<u>University of Missouri Board of Curators</u> : Requires that one voting member of the University of Missouri Board of Curators be a student.																
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HB2575	Montecillo	<u>Teacher-Training Requirements</u> : Requires teacher-training institutions in this state receiving state aid to require students to demonstrate proficiency on the concepts of trauma-informed approach and trauma-specific interventions.																
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HB2576	Dogan	<u>Public service loan forgiveness</u> : Requires the Department of Higher Education to create guidance regarding notice of public employee eligibility for loan forgiveness and requires public employers to give such notice to employees.																
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HB2601	Rowden	<u>UM Board of Curators</u> : Requires that one voting member of the University of Missouri Board of Curators be a student.																
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HB2616	Hubrecht	<u>Vaccination requirements</u> : Requires more information be included in the Department of Health and Senior Services' brochure on meningococcal disease. Changes the requirement that students who live in on-campus housing receive a meningococcal vaccination by stating it must be received not more than five years prior to enrollment, and includes fraternity and sorority residences in the definition of on-campus housing. Requires all long-term care facilities to assist workers and volunteers obtain an influenza vaccination.																
Bill History Committee: <a href="#">House Health and Mental Health Policy (Standing)</a>																		
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<p>HB2622 Austin</p>	<p><u>Graduate programs</u>: The coordinating board for higher education shall not require as a condition for the approval of new degree programs the development of cooperative agreements between institutions for the purpose of offering graduate degrees. It also allows the governing boards of the University of Central Missouri, Southeast Missouri State University, Missouri State University, Northwest Missouri State University, Missouri Western State University, Missouri Southern State University, Harris-Stowe State University, and Truman State University to offer baccalaureate and graduate degree programs upon approval by the coordinating board.</p> <p>Bill History Committee: <a href="#">House Higher Education (Standing)</a></p> 
<p>HB2642 Curtis</p>	<p><u>Flagship Institution</u>: Designates Lincoln University as Missouri's flagship institution.</p> <p>Bill History Committee:</p> 
<p>HB2651 T. Fitzwater</p>	<p><u>Higher Education Core Curriculum Transfer Act</u>: Establishes the "Higher Education Core Curriculum Transfer Act", which requires the Coordinating Board for Higher Education, in consultation with public two- and four-year institutions of higher education, to develop a core curriculum of at least 42 credit hours that will transfer between all institutions in the state.</p> <p>Bill History Committee:</p> 
<p>HB2657 Hoskins</p>	<p><u>Wartime Veteran's Survivor Benefits Program</u>: Reauthorizes the Wartime Veteran's Survivor Benefits Program.</p> <p>Bill History Committee:</p> 
<p>HB2679 Houghton</p>	<p><u>Student fees</u>: Prohibits public institutions of higher education from requiring students to pay any student fees associated with a student's membership in any student organization.</p> <p>Bill History Committee:</p> 
<p>HB2688 Barnes</p>	<p><u>Higher education health care</u>: Creates procedures for higher education entity participation in Missouri Consolidated Health Care Plan.</p> <p>Bill History Committee:</p> 

<p>HB2693 Barnes</p>	<p><u>A+ Schools Program requirements</u>: Allows nonpublic school students to receive reimbursement of higher education costs through the A+ schools program.</p> <p>Bill History Committee: <a href="#">House Higher Education (Standing)</a></p>
<p>HB2698 Taylor</p>	<p><u>Removes ban on concealed carry in DHE facilities</u>: Removes the current ban on carrying concealed firearms in higher education institutions.</p> <p>Bill History Committee: <a href="#">House General Laws (Select)</a></p>
<p>HB2701 Jones</p>	<p><u>Restrictions on instructional waivers</u>: Restricts the number of instructional waivers granted at the University of Missouri.</p> <p>Bill History Committee:</p>
<p>HB2718 Houghton</p>	<p><u>Makeup of MU Board of Curators</u>: Requires the MU Board of Curators to have at least one member on the board who is engaged in production agriculture, beginning with appointments on or after January 1, 2017.</p> <p>Bill History Committee:</p>
<p>HB2740 Curtis</p>	<p><u>Joint Committee on University of Missouri System Accountability</u>: Establishes a Joint Committee on University of Missouri System Accountability.</p> <p>Bill History Committee:</p>
<p>HB2742 P. Fitzwater</p>	<p><u>State authorization</u>: Requires the Coordinating Board for Higher Education to maintain and publish on its website a list of postsecondary educational institutions meeting certain requirements for the purpose of authorization under 34 C.F.R. 600.9.</p> <p>Bill History Committee: <a href="#">House Education (Select)</a></p>
<p>HB2773 Walton Gray</p>	<p><u>Pay Forward, Pay Back Pilot Program</u>: Requires the Department of Higher Education to consider establishing a Pay Forward, Pay Back pilot program to replace the current tuition and fee system at public higher education institutions.</p> <p>Bill History Committee:</p>

<p>HB2822 Jones</p>	<p><u>Out-of-state travel expenses</u>: Prohibits public institutions of higher education from paying for or reimbursing out-of-state travel expenses for spouses of full-time employees, unless the spouse is also a full-time employee.</p> <p>Bill History Committee: <a href="#">House Emerging Issues (Standing)</a></p>
<p>HCR105 Curtis</p>	<p><u>Flagship Institution</u>: Designates Lincoln University as Missouri's flagship institution.</p> <p>Bill History Committee:</p>
<p>SB583 Munzlinger</p>	<p><u>Instructional waiver review board for UM System</u>: Creates an instructional waiver review board for the University of Missouri System to evaluate all instructional waivers requested by faculty members. The number of instructional waivers granted for each campus cannot exceed thirty percent of the regular faculty employed, and waiver preference is given to faculty whose research is not funded through state appropriations.</p> <p>Bill History Committee: <a href="#">Senate Education</a></p>
<p>SB589 Dixon</p>	<p><u>Removes ban on concealed carry in DHE facilities</u>: Removes the current ban on carrying concealed firearms in higher education institutions.</p> <p>Bill History Committee: <a href="#">Senate Transportation, Infrastructure and Public Safety</a></p>
<p>SB626 Nasheed</p>	<p><u>Affirmative consent to sexual activity</u>: Requires higher education institutions to inform students and employees about affirmative consent to sexual activity.</p> <p>Bill History Committee: <a href="#">Senate Education</a></p>
<p>SB627 Nasheed</p>	<p><u>Suicide awareness/prevention in school</u>: Requires each public institution of higher education to develop and implement a policy to advise students and staff on available suicide prevention programs</p> <p>Bill History Committee: <a href="#">House Health and Mental Health Policy (Standing)</a></p>

<p>SB649 Pearce</p>	<p><u>Higher Ed Academic Scholarship Program</u>: Modifies the Higher Education Academic Scholarship Program by expanding eligibility requirements and by adding the option of receiving forgivable loans.</p> <p>Bill History Committee: <a href="#">Senate Education</a></p>
<p>SB650 Pearce</p>	<p><u>A+ schools program</u>: Modifies the A+ Schools Program by removing the requirement that the student's attendance of public high school occur in the three years immediately prior to graduation.</p> <p>Bill History Committee: <a href="#">House Higher Education (Standing)</a></p>
<p>SB712 Chappelle-Nadal</p>	<p><u>Access MO Financial Assistance program</u>: Modifies the Access Missouri Financial Assistance Program by adding eligibility requirements, including development of a personal plan of study beginning in the 9<sup>th</sup> grade and 50 hours of tutoring or mentoring. In addition, students meeting all eligibility requirements may receive awards to cover costs for dual enrollment coursework. <b>MERGED WITH <a href="#">SB 857</a></b></p> <p>Bill History Committee:</p>
<p>SB731 Munzlinger</p>	<p><u>Removes concealed carry ban in DHE institutions</u>: Removes the current ban on carrying concealed firearms in higher education institutions, but allows institutions to ban concealed firearms under certain conditions.</p> <p>Bill History Committee: <a href="#">Senate Transportation, Infrastructure and Public Safety</a></p>
<p>SB766 Schmitt</p>	<p><u>Auditor to audit UM System</u>: Requires the State Auditor to audit the University of Missouri System at least once annually.</p> <p>Bill History Committee:</p>
<p>SB767 Schmitt</p>	<p><u>Post certain course information online</u>: Requires public colleges and universities to post information for each course – including course syllabus, reading list, attendance requirements, extra credit opportunities, and a description of required assignments – on their Internet websites.</p> <p>Bill History Committee: <a href="#">Senate Education</a></p>

<p>SB777</p>	<p>Munzlinger</p>	<p><u>Virtual institutions</u>: Allows students enrolled in approved virtual institutions to participate in the Access Missouri Financial Assistance Program.</p> <p>Bill History Committee:</p> 
<p>SB835</p>	<p>Wasson</p>	<p><u>Nursing education incentive program</u>: Transfers the authority over the Nursing Education Incentive Program from the Department of Higher Education to the State Board of Nursing.</p> <p>Bill History Committee: <a href="#">House Professional Registration and Licensing (Standing)</a></p> 
<p>SB855</p>	<p>Pearce</p>	<p><u>Wartime Veteran's Survivor Grant</u>: Reauthorizes the existing tuition grant program for surviving spouses and children of war veterans and changes the definition of eligible student to include children who were a dependent within five years subsequent to the injury and individuals who became spouses within five years subsequent to the injury.</p> <p>Bill History Committee: <a href="#">House Veterans (Standing)</a></p> 
<p>SB857</p>	<p>Romine</p>	<p><u>Dual credit course fees</u>: Modifies the Access Missouri program to require the Coordinating Board for Higher Education to establish a procedure for the reimbursement of the student's portion of fees for any dual credit or dual enrollment courses.</p> <p>Bill History Committee:</p> 
<p>SB873</p>	<p>Pearce</p>	<p><u>Modifies the Science, Technology, Engineering and Mathematics Fund</u>: Authorizes a tax liability transfer for an employer that hires a student majoring in the field of science, technology, engineering, or mathematics for an internship. Up to \$5,000 of the employer's state tax liability may be annually removed from the general fund and placed in the Science, Technology, Engineering and Mathematics Fund. The bill also allows an employer with facilities in Missouri that provides educational benefits to a qualified individual or trains a qualified individual for an employment position in the health care, engineering, or information technology field to apply to have up to \$5,000 of the employer's state tax liability removed from the general fund and placed in the Science, Technology, Engineering and Mathematics Fund for up to one year. The Department of Higher Education must establish a procedure for approving applications.</p> <p>Bill History Committee: <a href="#">Senate Governmental Accountability and Fiscal Oversight</a></p> 

SB874 Pearce	<p><u>UM extension councils</u>: Allows the University of Missouri extension councils in counties to obtain financing in their own name so long as it does not constitute a debt to the university and the university is not obligated to repay the financed amount.</p> <p>Bill History Committee: <a href="#">Senate Education</a></p>
SB941 Dixon	<p><u>Regulation of proprietary schools</u>: Exempts yoga teacher training courses, programs, or schools from provisions of law regulating proprietary schools.</p> <p>Bill History Committee:</p>
SB967 Pearce	<p><u>Student web portal</u>: Requires the department of higher education to develop, maintain, and operate a website containing information for students about resources at public and private institutions of higher education.</p> <p>Bill History Committee: <a href="#">Senate Education</a></p>
SB968 Brown	<p><u>Resident student status</u>: Allows individuals currently serving in the Missouri National Guard or in a reserve component of the Armed Forces to have resident student status for admission and tuition purposes at public institutions of higher education. Changes the laws regarding the Missouri Returning Heroes' Education Act to require the application of state and federal student aid after the tuition discount and allow the resulting reduction to result in aid that exceeds the cost of attendance. Reauthorizes the existing tuition grant program for surviving spouses and children of war veterans and changes the definition of eligible student to include children who were a dependent within five years subsequent to the injury and individuals who became spouses within five years subsequent to the injury.</p> <p>Bill History Committee: <a href="#">Senate Governmental Accountability and Fiscal Oversight</a></p>
SB969 Brown	<p><u>Missouri Returning Heroes' Education Act</u>: Changes the laws regarding the Missouri Returning Heroes' Education Act to require the application of state and federal student aid after the tuition discount and allow the reduction to result in aid that exceeds the cost of attendance.</p> <p>Bill History Committee: <a href="#">Senate Education</a></p>

**SB989**     **Onder**     Student data privacy: Enacts multiple provisions to protect the privacy of student data at elementary, secondary and postsecondary education levels. The provisions prohibit state agencies from collecting certain types of data without written consent and would limit the ability of agencies to share certain data with other agencies, including for purposes of workforce development or economic planning. The bill would also prohibit certain types of student assessments and requires the destruction of virtually all student data within five years after the student graduates or withdraws.

**Bill History**     Committee: [Senate Education](#)

First Read	Second Read	Committee Hearing	Third Read	→	First Read	Second Read	Committee Hearing	Third Read	Conference Committee	→	TAFP	Signed by Governor
FIRST CHAMBER					SECOND CHAMBER						FINAL REVIEW	

**SB997**     **Pearce**     Missouri College Completion Act of 2016: This bill has four parts - Dual Credit, 15 to Finish, Guided Pathways to Success, and Concurrent Postsecondary Enrollment - which encourage students to complete their degree on time. It also reauthorizes the existing tuition grant program for surviving spouses and children of war veterans and changes the definition of eligible student to include children who were a dependent within five years subsequent to the injury and individuals who became spouses within five years subsequent to the injury.

**Bill History**     Committee: [House Higher Education \(Standing\)](#)

First Read	Second Read	Committee Hearing	Third Read	→	First Read	Second Read	Committee Hearing	Third Read	Conference Committee	→	TAFP	Signed by Governor
FIRST CHAMBER					SECOND CHAMBER						FINAL REVIEW	

**SB1005**     **Walsh**     Meningococcal vaccines for students: Modifies the law relating to meningococcal vaccines for students enrolled at public institutions of higher education.

**Bill History**     Committee:

First Read	Second Read	Committee Hearing	Third Read	→	First Read	Second Read	Committee Hearing	Third Read	Conference Committee	→	TAFP	Signed by Governor
FIRST CHAMBER					SECOND CHAMBER						FINAL REVIEW	

**SB1029**     **Schupp**     Student Safety: Establishes the Show-Me Compassionate Medical Education Act and requires school districts to adopt antibullying and youth suicide and prevention policies.

**Bill History**     Committee: [Senate Education](#)

First Read	Second Read	Committee Hearing	Third Read	→	First Read	Second Read	Committee Hearing	Third Read	Conference Committee	→	TAFP	Signed by Governor
FIRST CHAMBER					SECOND CHAMBER						FINAL REVIEW	

**SB1081**     **Schaefer**     UM Board of Curators: Requires that one voting member of the University of Missouri Board of Curators be a student.

**Bill History**     Committee: [Senate Education](#)

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**SB1085**     **Pearce**     Student safety at higher ed institutions: Requires public institutions of higher education to implement memorandums of understanding with law enforcement with respect to sexual assaults on campus. **LANGUAGE ADDED TO [SB 921](#)**

**Bill History**     Committee:

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FIRST CHAMBER					SECOND CHAMBER						FINAL REVIEW	

**SB1088 Schmitt** Graduate programs: The coordinating board for higher education shall not require as a condition for the approval of new degree programs the development of cooperative agreements between institutions for the purpose of offering graduate degrees. It also allows the governing boards of the University of Central Missouri, Southeast Missouri State University, Missouri State University, Northwest Missouri State University, Missouri Western State University, Missouri Southern State University, Harris-Stowe State University, and Truman State University to offer baccalaureate and graduate degree programs upon approval by the coordinating board.

**Bill History** Committee: [Senate Education](#)

First Read	Second Read	Committee Hearing	Third Read	→	First Read	Second Read	Committee Hearing	Third Read	Conference Committee	→	TAFP	Signed by Governor
FIRST CHAMBER					SECOND CHAMBER						FINAL REVIEW	

**SB1090 Hegeman** College and University Retirement Plan: The retirement plan for employees of certain higher education institutions shall contribute five and a half percent of payroll to the plan, rather than the current one percent of payroll less than the normal cost contribution rate established for employees of institutions other than outside employees, and that employees shall contribute two percent of pay.

**Bill History** Committee:

First Read	Second Read	Committee Hearing	Third Read	→	First Read	Second Read	Committee Hearing	Third Read	Conference Committee	→	TAFP	Signed by Governor
FIRST CHAMBER					SECOND CHAMBER						FINAL REVIEW	

**SB1103 Schaefer** Administrative costs as a percent of operating budget: Requires each public institution of higher education to report the institution’s administrative costs as a percent of its operating budget.

**Bill History** Committee: [Senate Education](#)

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**SB1104 Schaefer** State Legal Expense Fund: Modifies provisions of law regarding claims against public higher education institutions covered by the State Legal Expense Fund.

**Bill History** Committee: [Senate Judiciary and Civil and Criminal Jurisprudence](#)

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**SB1118 Schaaf** Required student fees: Clarifies the definition of “required student fees” and requires that student-established fees expire no later than ten years after the effective date of the fee. It also changes the definition of tuition to be the amount charged to a Missouri resident undergraduate enrolled full time.

**Bill History** Committee: [Senate Education](#)

First Read	Second Read	Committee Hearing	Third Read	→	First Read	Second Read	Committee Hearing	Third Read	Conference Committee	→	TAFP	Signed by Governor
FIRST CHAMBER					SECOND CHAMBER						FINAL REVIEW	

SB1119	Pearce	<p><u>Public service loan forgiveness</u>: Requires the Department of Higher Education to create guidance regarding notice of public employee eligibility for loan forgiveness and requires public employers to give such notice to employees.</p> <p>Bill History Committee:</p>																										
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SB1126	Chappelle-Nadal	<p><u>Public service loan forgiveness</u>: Requires the Department of Higher Education to create guidance regarding notice of public employee eligibility for loan forgiveness and requires public employers to give such notice to employees.</p> <p>Bill History Committee: <a href="#">Senate Education</a></p>																										
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SB1127	Chappelle-Nadal	<p><u>Public service loan forgiveness</u>: Requires the Department of Higher Education to create guidance regarding notice of public employee eligibility for loan forgiveness and requires public employers to give such notice to employees.</p> <p>Bill History Committee: <a href="#">Senate Education</a></p>																										
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SCR66	Schaefer	<p><u>University of Missouri System Review Commission</u>: Creates the University of Missouri System Review Commission to review the UM Collected Rules and Regulations, administrative structure, campus structure, auxiliary enterprises structure, degree programs, research activities, and diversity programs.</p> <p>Bill History Committee: <a href="#">House Emerging Issues (Standing)</a>, <a href="#">House Government Oversight and Accountability (Standing)</a></p>																										
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## AGENDA ITEM SUMMARY

### AGENDA ITEM

2017 Budget Update  
Coordinating Board for Higher Education  
April 27, 2016

### DESCRIPTION

The Fiscal Year 2017 state budget is making its way through the process. State appropriations for higher education are contained in HB 2003 which has passed both the House and the Senate. The next step is for any items which differ between the House and the Senate, as well as any new items added by the Senate, to be heard in the Conference Committee. An update on changes from the governor's recommended budget contained in the House and Senate versions is included below. Complete details of HB 2003 can be found in the chart titled FY 17 Higher Education Operating Budget Status (House Bill 2003), included as an attachment.

### FY 16 Supplemental

#### Tax Refund Offset – University of Missouri System

The governor's recommendations include a supplemental decision item for the University of Missouri System to cover unpaid debts owed to the institution by state taxpayers. The system surpassed its \$200,000 threshold last year through its UMKC campus. Beginning with the current fiscal year, this mechanism for recouping debts is being utilized system-wide. As a result, the department requested an increase of \$1.2 million of authority in the Debt Offset Escrow Fund. **House – No Change, Senate – No Change**

#### Bright Flight Spending Authority Increase

For the 2015-2016 academic year, Bright Flight expenditures are estimated to be almost \$20 million for students qualifying in the top three percent. The combination of the FY 2016 core transfer and the remaining funds carried forward from FY 2015 is sufficient to cover the estimated expenditures for students qualifying in the top three percent. However, the core spending authority of \$18,676,666 is insufficient. The governor recommended a \$1.4 million supplemental decision item in order to maintain full funding of \$3,000 for eligible students in the top three percent. Without this authority, awards will have to be reduced to approximately \$2,750 for the spring semester. **House – Increased spending authority: \$2,000,000, Senate – Same as House**

### FY17 Recommendations

#### Coordination Administration

The governor's recommendations for FY 17 for the department's internal administration generally maintain FY 16 levels of funding. The governor recommended a two percent pay increase for state employees effective on July 1, 2016. For coordination, pay plan is \$12,856. **House – No Change, Senate – No Change**

#### Administration of State Grant and Scholarship Programs

Coordinating Board for Higher Education  
April 27, 2016

The department anticipates distributing more than \$122,000,000 in state grants and scholarships during the current year. For FY 2017, the governor has recommended continued funding at FY 16 levels for 2.85 FTE with an additional \$2,342 for pay plan, bringing the recommended budget to \$149,604. **House – No Change, Senate – No Change**

#### Proprietary School Regulation

This core maintains FY 16 funding levels of \$303,936, but redistributes \$20,000 from expense and equipment to personal services to enable full use of the 5.0 FTE allotted. Pay plan is an additional \$4,235, for total funding of \$308,171. Proprietary School Bond remains \$400,000 in authority. **House – No Change, Senate – No Change**

#### Midwestern Higher Education Compact

Level funding remains at the FY 16 budget of \$115,000. **House – No Change, Senate – No Change**

#### Federal and Other Grants

The governor recommended continuation of the \$1,000,000 placeholder enabling the department to pursue federal grants that may come available outside of the budget appropriations process. The additional \$876,000 received in the current budget year will be core cut, as it was ultimately not needed. **House – No Change, Senate – No Change**

The governor also recommended continued funding for the Improving Teacher Quality Grant at department-requested levels. Due to annual reductions in grant awards, the core appropriation is being reduced in FY 2017 by \$533,974. The pay plan for ITQG is \$760. Total recommendations for ITQG funding for FY 2017 is \$1,248,806. **House – No Change, Senate – No Change**

The governor recommended continuing \$97,900 in spending authority for two multistate collaborative efforts: the advanced learning outcomes assessment and the military credit grant. In addition, \$459 is included for pay plan. **House – No Change, Senate – No Change**

Another \$10,000 was also recommended by the governor to increase the military credit grant authority due to the timing of receiving the grant funds. This will allow for the first year grant funds received early in FY 16 and second year grant funds to be fully spent. **House – No Change, Senate – No Change**

The department had requested \$1,000,000 for pursuing foundation resources and private donations to support new programs. The governor's recommendation is for \$1E (or estimated appropriation). **House struck this item, Senate – Same as House**

#### **Student Financial Assistance Programs**

##### A+

The governor recommended a total of \$37,613,326 for the A+ Schools Program, which represents a \$2.5 million increase over FY16. **House – No Change, Senate – No Change**

### Bright Flight

As mentioned previously, the governor recommended a supplemental FY 16 spending authority decision item of \$1.4 million for the Academic Scholarship Program known as Bright Flight. In addition, he recommended a \$500,000 increase in funding for FY 17, and an increase in spending authority as well, to accommodate continuation of the supplemental funding and the transfer increase, and allow some room for redistribution of any returned scholarship funds. The total transfer for Bright Flight with the additional \$500,000 brings total funding to \$18,176,666. **House – No Change, Senate – No Change**

### Access Missouri

The governor recommended \$4 million in new funding for the Access Missouri needs-based scholarship program: \$2 million general revenue and \$2 million from MOHELA. This supports a three year effort by the MDHE to move the program to full funding. The intent is to begin to restore the program's ability to provide funds to Missouri's neediest students sufficient to increase award levels from 65 percent to 75 percent in FY 2017. Total funding would be increased to \$63,682,307. **House – No Change, Senate – No Change**

### Other MDHE Student Financial Aid Programs

The governor recommended continued level funding of \$1,111,589 for the following programs:

- Advanced Placement Incentive Grant Program \$100,000
- Kids' Chance Scholarship Program \$15,000
- Public Service Officer's Survivor Grant Program \$140,000
- Wartime Veteran's Survivor Grant Program \$241,250
- Minority Teaching Scholarship Program \$169,000
- Minority and Underrepresented Environmental Literacy Program \$32,964
- Marguerite Ross Barnett Scholarship Program \$413,375\*

\*The Vietnam Veterans Survivor Grant Program sunset on December 31, 2015, and \$50,000 for that program has been reallocated to the core transfer of the Marguerite Ross Barnett Scholarship Program. **House – No Change, Senate – No Change**

### **Missouri Student Loan Program and Administration**

The governor recommends continued funding at FY 16 levels to operate the Missouri Student Loan Program and its administration component, with \$45,446 in additional pay plan funding:

- Loan Program Administration \$10,533,446 **House – No Change, Senate – Cut \$2,000,000 in excess authority. Goes to Conference**
- Federal Loan Compliance \$8,500,000
- Collection Payments Transfer \$15,000,000
- Federal Student Loan Reserve \$170,000,000 **House – No Change, Senate – Cut \$10,000,000 in excess authority. Goes to Conference**
- Tax Refund Offset \$750,000
- Transfer to Federal Student Loan Reserve \$1,000,000

## Higher Education Initiatives

### Performance and Equity Funding

The governor recommended \$55,789,147 for performance funding and equity based on the resource allocation model established in SB 492: 90 percent distributed based on achievement of the five performance measures and 10 percent distributed based on the equity formulas provided by MCCA and COPHE, with State Technical College receiving 90/10 as they are a sector of one. **House – \$9,411,149 excludes University of Missouri, Senate – Same as Governor’s Recommendation. Goes to Conference**

### MSU-UMKC Pharmacy/Doctorate Program

The governor recommended \$2 million of continued funding for the Pharmacy Doctorate program at Missouri State University that is operated in collaboration with the University of Missouri – Kansas City School of Pharmacy. **House – No Change, Senate – No Change**

### University of Missouri - MU Medical School Partnerships

The governor recommended \$10 million in continued core funding for a cooperative medical program between the University of Missouri-Columbia and Springfield hospitals. **House – No Change, Senate – No Change**

### Missouri State University - Occupational Therapy Program

The governor recommended continued core funding of \$1.325 million for the Occupational Therapy program at the Springfield and West Plains campuses. **House – Rolled into MSU Core, Senate – Same as House**

### New initiatives recommended by the governor include the following:

- Board of Nursing funded competitive grants which allow post-secondary institutions to enhance and expand nursing education programs: \$2,000,000 **House – No Change, Senate – No Change**
- A satellite dental program at Missouri Southern State University which is operated in collaboration with the University of Missouri-Kansas City School of Dentistry: \$3,000,000 **House – No Change, Senate – \$3,500,000. Goes to Conference**
- Autism services and related training through an autism clinic at Truman State University: \$1,000,000. **House – \$915,000, Senate – Same as Governor’s Recommendations. Goes to Conference**

The governor made the following FY 17 recommendations for items listed as University of Missouri-related:

- University of Missouri – Kansas City Neighborhoods Initiative – not funded
- University of Missouri – St. Louis International Collaboration – continued funding of \$300,000
- Missouri Telehealth Network – continued funding of \$1,937,640 **House – No Change, Senate – No Change**
- Missouri Kidney Program – continued funding of \$1,750,000 **House – No Change, Senate – No Change**

- State Historical Society – \$250,000 increase in funding, for total of \$2,460,855
- Spinal Cord Injury Research – continued funding of \$1,500,000 **House – No Change, Senate – No Change**
- State Seminary Investments – continued funding of \$3,000,000, and
- State Seminary Income on Investments – continued funding of \$275,000 **House – No Change, Senate – No Change**

### **College and University Operating Budgets**

The governor's recommendations include funding equivalent to FY 16 for college and university operating budgets, with the following exception.

#### Performance and Equity Funding

The \$12,000,000 received by Missouri's public colleges and institutions in new performance funding and equity dollars in FY 16 has been rolled into their core budgets for FY 17.

A table of FY 17 funding for institutions based on the governor's recommendations follows this board item as an attachment.

#### **New General Revenue Items added by the House, not approved by the Senate, Go to Conference Committee:**

- **Section 3.026:** Statewide Student Web Portal. \$500,000
- **Section 3.116:** For the expenses related to funding for College Bound, a non-profit organization in St. Louis. \$450,000
- **Section 3.151:** Harris-Stowe Urban Education Institute. \$500,000

#### **New General Revenue Items added by the Senate, Go to Conference Committee:**

- **Section 3.006:** To the Department of Higher Education for the expenses of the University of Missouri System Review Commission per SCR 66 (2016). \$750,000
- **Section 3.035:** For the expenses of the Missouri public higher education system review panel. \$150,000
- **Section 3.126:** MU S&T Engineering Expansion. \$1,000,000
- **Section 3.127:** S&T "Project Lead the Way". \$400,000
- **Section 3.128:** SEMO Cyber Security. \$500,000
- **Section 3.129:** MU/Truman Medical Partnership. \$2M to MU and \$3M to Truman Medical Center for medical resident training and education. Total \$5,000,000
- **Section 3.131:** Harris-Stowe graduate programs. \$1,000,000

### **Capital Improvements**

The capital budget is a two-year budget, and this is the off-year.

**STATUTORY REFERENCE**

Sections 173.005(2), 173.030(7) RSMo

**RECOMMENDED ACTION**

This is an information item only.

**ATTACHMENT(S)**

Attachment: FY 17 Higher Education Operating Budget Status (House Bill 2003)

FY 2017 Higher Education Operating Budget Status - HB 2003

	FY 2016 Core (TAFP)	FY 2017 Governor Recommended	Gov Rec Change from FY 2016 Core (TAFP)	House Recommended	House Change from Gov Rec	Senate Recommended	Senate Change from House Rec
Coordination Administration	\$1,012,641	\$933,628	(\$79,013)	\$933,628	\$0	\$933,628	\$0
Grant/Scholarships Administration	\$147,262	\$149,604	\$2,342	\$149,604	\$0	\$149,604	\$0
Univ of Missouri Review Commission	\$0	\$0	\$0	\$0	\$0	\$750,000	\$750,000
Proprietary School Administration	\$303,936	\$308,171	\$4,235	\$308,171	\$0	\$308,171	\$0
Proprietary Bond Fund	\$400,000	\$400,000	\$0	\$400,000	\$0	\$400,000	\$0
MHEC	\$115,000	\$115,000	\$0	\$115,000	\$0	\$115,000	\$0
Eisenhower/Teacher Quality	\$1,783,999	\$1,248,806	(\$535,193)	\$1,248,806	\$0	\$1,248,806	\$0
Statewide Student Web Portal	\$0	\$0	\$0	\$500,000	\$500,000	\$0	(\$500,000)
Federal Grants/Donations	\$1,876,000	\$1,000,000	(\$876,000)	\$1,000,000	\$0	\$1,000,000	\$0
Other Grants/Donations <sup>3</sup>	\$97,900	\$108,359	\$10,459	\$108,358	(\$1)	\$258,358	\$150,000
Bright Flight	\$18,676,666	\$20,676,666	\$2,000,000	\$20,676,666	\$0	\$20,676,666	\$0
Access Missouri Financial Assistance	\$69,500,000	\$73,500,000	\$4,000,000	\$76,500,000	\$3,000,000	\$76,500,000	\$0
A+ Schools Program	\$37,000,000	\$39,500,000	\$2,500,000	\$39,500,000	\$0	\$39,500,000	\$0
Advanced Placement Grants	\$100,000	\$100,000	\$0	\$100,000	\$0	\$100,000	\$0
Public Service Survivor Grant	\$140,000	\$140,000	\$0	\$140,000	\$0	\$140,000	\$0
Vietnam Veterans Survivor Scholarship	\$50,000	\$0	(\$50,000)	\$0	\$0	\$0	\$0
Marguerite Ross Barnett Scholarship Prgm	\$500,000	\$500,000	\$0	\$500,000	\$0	\$500,000	\$0
Veterans Survivor Grant	\$241,250	\$241,250	\$0	\$241,250	\$0	\$241,250	\$0
Minority Teaching Scholarship Prgm	\$169,000	\$169,000	\$0	\$169,000	\$0	\$169,000	\$0
Kids' Chance Scholarship Program	\$15,000	\$15,000	\$0	\$15,000	\$0	\$15,000	\$0
Minority Environmental Literacy Prgm	\$32,964	\$32,964	\$0	\$32,964	\$0	\$32,964	\$0
Advantage Missouri	\$15,000	\$15,000	\$0	\$15,000	\$0	\$15,000	\$0
GEAR UP	\$4,000,000	\$0	(\$4,000,000)	\$0	\$0	\$0	\$0
Loan Administration	\$10,488,000	\$10,533,446	\$45,446	\$10,533,446	\$0	\$8,533,446	(\$2,000,000)
Federal Loan Compliance	\$8,500,000	\$8,500,000	\$0	\$8,500,000	\$0	\$8,500,000	\$0
Loan Collections	\$15,000,000	\$15,000,000	\$0	\$15,000,000	\$0	\$15,000,000	\$0
Purchase Loans	\$170,000,000	\$170,000,000	\$0	\$170,000,000	\$0	\$160,000,000	(\$10,000,000)
College Prep Program	\$0	\$0	\$0	\$450,000	\$450,000	\$0	(\$450,000)
UMKC/MSU Doctorate Pharmacy Prgm	\$2,000,000	\$2,000,000	\$0	\$2,000,000	\$0	\$2,000,000	\$0
MO S&T Clay County Engineering Program	\$0	\$0	\$0	\$0	\$0	\$1,000,000	\$1,000,000
MO S&T Project Lead the Way	\$0	\$0	\$0	\$0	\$0	\$400,000	\$400,000
SEMO Cyber Security Program	\$0	\$0	\$0	\$0	\$0	\$500,000	\$500,000
Tier 1 Med Student Training (UM & MDHE)	\$0	\$0	\$0	\$0	\$0	\$5,000,000	\$5,000,000
MSU Occupational Therapy Program <sup>1</sup>	\$1,325,000	\$1,325,000	\$0	\$0	(\$1,325,000)	\$0	\$0
HSSU Graduate and STEM Programs	\$0	\$0	\$0	\$0	\$0	\$1,000,000	\$1,000,000
UM-Columbia Medical School Expansion	\$10,000,000	\$10,000,000	\$0	\$10,000,000	\$0	\$10,000,000	\$0
MSSU/UMKC-Cooperative Dental Program	\$0	\$3,000,000	\$3,000,000	\$3,000,000	\$0	\$3,500,000	\$500,000
Truman State-Autism Services/Clinic	\$0	\$1,000,000	\$1,000,000	\$915,000	(\$85,000)	\$1,000,000	\$85,000
MSU/Missouri S&T Engineering Expansion	\$0	\$0	\$0	\$2,000,000	\$2,000,000	\$2,000,000	\$0
State Nursing Board Grants	\$0	\$2,000,000	\$2,000,000	\$2,000,000	\$0	\$2,000,000	\$0
Harris-Stowe Urban Education Institute	\$0	\$0	\$0	\$500,000	\$500,000	\$0	(\$500,000)
Funding Based on Improved Outcomes	\$12,000,000	\$55,789,147	\$43,789,147	\$9,411,149	(\$46,377,998)	\$55,789,147	\$46,377,998
Community Colleges <sup>2</sup>	\$145,527,623	\$147,370,942	\$1,843,319	\$151,874,958	\$4,504,016	\$151,874,958	\$0
State Technical College of Missouri <sup>2</sup>	\$5,418,697	\$5,483,992	\$65,295	\$5,857,971	\$373,979	\$5,857,971	\$0
University of Central Missouri	\$56,722,993	\$57,399,456	\$676,463	\$57,399,456	\$0	\$57,399,456	\$0
Southeast Missouri State University	\$46,638,632	\$47,307,674	\$669,042	\$47,307,674	\$0	\$47,307,674	\$0
Missouri State University	\$85,218,506	\$86,501,944	\$1,283,438	\$87,826,944	\$1,325,000	\$87,826,944	\$0
Lincoln University	\$18,183,935	\$18,900,792	\$716,857	\$18,400,792	(\$500,000)	\$18,400,792	\$0
Lincoln University Land Grant Match	\$500,000	\$0	(\$500,000)	\$2,000,000	\$2,000,000	\$2,000,000	\$0
Truman State University	\$42,602,063	\$43,110,124	\$508,061	\$43,110,124	\$0	\$43,110,124	\$0
Northwest Missouri State University	\$31,844,042	\$32,223,806	\$379,764	\$32,223,806	\$0	\$32,223,806	\$0
Missouri Southern State University	\$24,185,221	\$24,415,963	\$230,742	\$24,415,963	\$0	\$24,415,963	\$0
Missouri Western State University	\$22,254,114	\$22,523,461	\$269,347	\$22,523,461	\$0	\$22,523,461	\$0
Harris-Stowe State University	\$10,197,772	\$10,319,388	\$121,616	\$10,319,388	\$0	\$10,319,388	\$0
University of Missouri	\$428,600,516	\$434,261,572	\$5,661,056	\$0	(\$434,261,572)	\$0	\$0
Univ of Missouri - Columbia Campus	\$0	\$0	\$0	\$188,776,699	\$188,776,699	\$190,551,699	\$1,775,000
Univ of Missouri - Kansas City Campus	\$0	\$0	\$0	\$79,066,457	\$79,066,457	\$79,066,457	\$0
Univ of Missouri - Rolla Campus	\$0	\$0	\$0	\$54,212,974	\$54,212,974	\$54,212,974	\$0
Univ of Missouri - St. Louis Campus	\$0	\$0	\$0	\$60,599,095	\$60,599,095	\$60,599,095	\$0
Univ of Missouri Extension	\$0	\$0	\$0	\$27,643,849	\$27,643,849	\$27,643,849	\$0
Univ of Missouri System Administration	\$0	\$0	\$0	\$7,530,634	\$7,530,634	\$14,204,771	\$6,674,137
Univ of Missouri - University-Wide Operations	\$0	\$0	\$0	\$7,757,727	\$7,757,727	\$7,757,727	\$0
UMKC Neighborhood Initiative	\$500,000	\$0	(\$500,000)	\$0	\$0	\$400,000	\$400,000
UMSL Biotech	\$300,000	\$300,000	\$0	\$450,000	\$150,000	\$450,000	\$0
Telehealth	\$1,937,640	\$1,937,640	\$0	\$1,937,640	\$0	\$3,437,640	\$1,500,000
Alzheimer's Research	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Spinal Cord Injury	\$1,500,000	\$1,500,000	\$0	\$1,500,000	\$0	\$1,500,000	\$0
Kidney Program	\$1,750,000	\$1,750,000	\$0	\$1,750,000	\$0	\$1,750,000	\$0
State Historical Society	\$2,210,855	\$2,460,855	\$250,000	\$2,460,855	\$0	\$3,210,855	\$750,000
Seminary Invest	\$3,000,000	\$3,000,000	\$0	\$3,000,000	\$0	\$3,000,000	\$0
Seminary Interest	\$275,000	\$275,000	\$0	\$275,000	\$0	\$275,000	\$0
<b>TOTALS</b>	<b>\$1,294,857,227</b>	<b>\$1,359,343,650</b>	<b>\$64,486,423</b>	<b>\$1,317,184,509</b>	<b>(\$42,159,141)</b>	<b>\$1,370,596,644</b>	<b>\$53,412,135</b>

Notes:

The figures listed for the institutions do not include the Debt Offset Escrow Fund.

<sup>1</sup> Rolled into MSU core; <sup>2</sup> Equity increase recommended by House Budget; <sup>3</sup> Senate recommended \$150,000 for a Missouri public higher education system review panel

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Performance Funding – Proposed Community College Developmental Education Changes  
Coordinating Board for Higher Education  
April 27, 2016

### **DESCRIPTION**

Missouri's performance funding model for allocating new operating appropriations to its public colleges and universities must remain a flexible and dynamic model if it is to fulfill its potential to provide incentives for progress toward statewide and institutional goals. The intent of this board item is to request approval for changes proposed by the community colleges to reflect the changing landscape of developmental education in Missouri.

### **Background**

As one of the outcomes of the recently adopted Blueprint for Higher Education, the Coordinating Board has reaffirmed the goal to have 60 percent of working age adults hold some type of postsecondary credential by 2025. In support of this goal, several initiatives are ongoing to reduce enrollment in developmental education. Developmental education refers to courses taught within postsecondary education that cover content below the college level and, as such, are not credit bearing. Students who require remediation may be less likely to complete their course of study and more likely to stop or drop out. It also likely will take them longer, both in terms of the number of courses taken and number of years enrolled, to complete their studies.

With the assistance of Complete College America and in partnership with the MDHE, many institutions have begun implementing innovative alternatives to the traditional developmental education sequence. The changes include adoption of co-requisite models, development of better processes for identifying students needing developmental courses, and implementation of additional support services for students enrolled in developmental courses. The institutions have worked in close collaboration with the MDHE to move higher-achieving students into college-level coursework, but this has also impacted the cohort of students included in performance funding measures focused on development student success. The institutions have stated, and the MDHE agrees, that policy and programmatic changes in developmental education and the current performance funding framework are potentially pulling in different directions, and that changes to the framework outside the normal three-year review schedule are justified.

In response, the Missouri Community College Association established a Developmental Education Task Force with the charge to develop recommendations for changes to the performance funding model. The goal was to reflect the sweeping changes that are occurring in this area of postsecondary education while maintaining the intended focus on accountability. The task force membership included presidents, academic officers, institutional researchers and MDHE staff, and met on multiple occasions over a period of months to consider alternate performance funding measures.

## **Proposed Changes**

These meetings culminated in a proposed menu approach, under which institutions could choose two measures from a menu of five, an approach similar to options for several measures available to the four-year institutions. The menu of measures was presented as an information item to the Coordinating Board at its February 4, 2016 meeting. The menu of measures is listed below and detailed in an attachment. No further comments have been received, and no changes have been made from the draft presented in February:

1. Fall to fall persistence or fall to spring persistence. (pick one)
2. Successful completion of all credit hours or all college-level course enrollee success rate. (pick one)
3. All student performance on gateway math courses.
4. All student performance on gateway English courses.
5. All developmental-level course enrollee success rate.

In cases where a measure duplicates a measure used by an institution elsewhere in the performance funding model, the institution would be prohibited from selecting the duplicate measure. Additionally, the task force recommends the two existing developmental measures be sunset in no more than three years. Institutions can change to the measures listed above at any time prior to the formal sunset if they so desire.

## **Next Steps**

Upon approval of the Coordinating Board, MDHE staff will work with the institutions to determine which will adopt one or more of the new measures for the next reporting cycle. MDHE staff has already discussed the technical details of reporting with representatives of the Task Force, and will continue to work with MCCA, the colleges, and the National Community College Benchmark Project (NCCBP) on reporting templates, documentation, and sustained excellence benchmarks for the new measures. MDHE staff will update the Coordinating Board as needed, but foresee no issues with full implementation for the fall 2016 / FY 2018 reporting cycle.

## **STATUTORY REFERENCE**

Sections 163.191, RSMo, State Aid to Community Colleges

## **RECOMMENDED ACTION**

**It is recommended that the Coordinating Board approve the new performance funding measures proposed by the community colleges, commend the Developmental Education Task Force for its work on the proposal, and direct MDHE staff to work toward implementation as part of the fall 2016 / FY 2018 reporting cycle.**

## **ATTACHMENT(S)**

Attachment: Performance Funding – MCCA Developmental Education Task Force Report

## **Performance Funding – Developmental Education Task Force Report**

### **Background**

Since the initial performance funding measures were drafted and adopted, Missouri's community colleges have implemented many innovative instructional methods. Some of these are specifically designed to reduce the use of ineffective developmental education courses. Studies show that traditional models of developmental education perform poorly and neither help students reach their college-level classes, nor, more importantly, complete their education. Missouri's community colleges began changing the developmental education process to address these problems.

Changes in developmental education, though, have evolved more quickly than the performance funding model itself, and two of the six performance measures are based on traditional developmental education. Some of the innovative approaches in developmental education do not fit neatly within the structure of the current performance funding measure.

As a result, Missouri's community colleges are financially penalized for implementing innovative programs that contribute to student success and help the state of Missouri achieve its higher education policy goals. This Task Force was charged by the MCCA Presidents/Chancellors Council to provide recommendations on changes to the performance funding model that maintain an emphasis on accountability, while encouraging positive and needed innovations.

In addition to developing their recommendations, the Task Force also discussed the philosophical underpinnings of basing a third of the existing performance measures on developmental education. The Task Force asked the MCCA Chief Academic Officers to discuss this topic as well. There was consensus among the CAOs that developmental education does not necessarily need to be a specific performance funding metric. The CAOs generally felt that the performance of students in developmental education is represented within broader metrics, such as success in gateway courses and persistence.

Additionally, community colleges have many other purposes and missions besides remediation, and significant numbers of students never enter remedial courses. Broadening the performance measures beyond the current heavy emphasis on developmental education allows community colleges to target other areas for improvement. Particularly in an era of changing perspectives on developmental education, performance measures should accommodate unforeseen future trends and encourage innovation.

The following report details the Task Force recommendations to change two of the existing performance measures.

## **Student Success Measures: Recommendations to Replace Existing Performance Measures #2 and #3**

Colleges may select two of the following student success measures to replace the existing two developmental education performance measures.

1. a.) Fall to fall persistence (NCCBP Form 4)\* or b.) Fall to spring persistence (NCCBP Form 4)\*.  
(Institutions can choose only one of the above: 1a or 1b. However, if this measure is already used for the institutional efficiency measure, then #1 cannot be used as a student success measure.)
2. a.) Successful completion of all credit hours (NCCBP Form 12) or b.) All college-level course enrollee success rate (NCCBP Form 7)  
(Institutions can choose only one of the options for #2.)
3. All student performance on gateway math course(s) (NCCBP Form 11)\*.
4. All student performance on gateway English course(s) (NCCBP Form 11)\*.
5. All developmental-level course enrollee success rate (modification to NCCBP Form 8 combining math/English/reading).

Note: Items marked with asterisk (\*) denote potential changes to the NCCBP forms, and further discussion is included below.

### **Sunset Existing Measures**

The following two existing measures will sunset in three years; however, institutions can change measures as early as July 1, 2016. To meet the performance goal in the first year after changing, institutions will use their 3-year rolling average.

- Current metric: gateway English success rate of students who completed highest developmental English (NCCBP Form 9).
- Current metric: gateway math success rate of students who completed highest developmental math (NCCBP Form 9).

### **National Community College Benchmarking Project: Potential Form Changes**

This Task Force was formed in order to encourage innovations in developmental education and student success, while maintaining the accountability of the performance funding system. An important consideration in the accountability process is to measure Missouri colleges against national benchmarks.

Through their participation in this Task Force, the National Community College Benchmarking Project is considering the following as potential changes to their data collection. These changes to NCCBP forms will facilitate additional innovation in the future, while continuing to provide reliable comparative benchmark data.

- Term to Term Persistence Rates NCCBP Form 4: Currently, this form collects data on all students, regardless of their enrollment status. A potential change is to distinguish between full and part time students.
- Student Performance in Gateway Math Course NCCBP Form 11: Currently, this form measures performance in College Algebra. A potential change is to include other gateway math courses in this measure.

### **Task Force Members**

- Joanna Anderson, State Fair Community College – co-chair
- Jeff Lashley, Moberly Area Community College – co-chair
- Bobbie Augsperger, Crowder College
- Bret Appleton, State Fair Community College
- Brent Bates, State Fair Community College
- John Bookstaver, St. Charles Community College
- Kelli Burns, St. Louis Community College
- Rob Dixon, Missouri Community College Association
- Jennifer Dunkel, Ozarks Technical Community College
- Lisa Edburg, Mineral Area College
- Paula Glover, Moberly Area Community College
- Lou Guthrie, National Higher Education Benchmarking Institute
- Jamie Hooyman, North Central Missouri College
- Daniel Jaycox, Mineral Area College
- Jeremy Knitzel, Missouri Department of Higher Education
- Connie Kuchar, Jefferson College
- Jean McCann, East Central College
- Matt Simpson, Ozarks Technical Community College
- Susan Todd, Jefferson College
- Leroy Wade, Missouri Department of Higher Education

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Student Loan Program Update  
Coordinating Board for Higher Education  
April 27, 2016

### **DESCRIPTION**

The purpose of this agenda item is to summarize recent events relating to Missouri Department of Higher Education guaranty agency.

### **Federal Oversight**

MDHE received unofficial notification from the US Department of Education of an audit scheduled to occur this summer. The audit will look at MDHE collections and interactions with its collection contractors. Similar audits will take place at all Federal Family Education Loan Program guaranty agencies over the next year or so.

### **Default Prevention**

The fifth annual MDHE Default Prevention Day will take place Friday, April 29, 2016, in Jefferson City. Default Prevention Day is a free, half-day training workshop offered to Missouri postsecondary institutions each year. Participants hear from financial experts, state leaders and peers in order to improve their institution's default prevention efforts.

In addition, MDHE recently invited all Missouri postsecondary institutions to apply for the 2016-2017 Default Prevention Grant. MDHE awards Default Prevention Grants of up to \$25,000 annually through a competitive evaluation process. This year the MDHE received 44 letters of intent from interested institutions and expects to award grants to approximately 30 schools by mid-summer. The deadline for submitting grant proposals is May 6, 2016.

Over the past 15 years, MDHE has awarded more than \$10 million to nearly 60 Missouri institutions to help implement and sustain debt management programs, financial literacy workshops, student success and retention efforts and other default prevention activities.

### **RECOMMENDED ACTION**

This is an information item only.

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Journey to College  
Coordinating Board for Higher Education  
April 27, 2016

### **DESCRIPTION**

This agenda item provides information about the MDHE Journey to College programs.

### **FAFSA Frenzy**

FAFSA Frenzy 2016, which concluded in March, helped 1,513 students and their families file the 2016-2017 Free Application for Federal Student Aid. Volunteers included financial aid officers, college access professional, high school counselors and others with an interest in helping students attain a postsecondary education. Since Missouri's first College Goal Sunday program in 2004, these annual FAFSA completion events have helped serve approximately 17,400 students and their families.

Planning has begun for next year's FAFSA Frenzy program. Traditionally, the main event date for FAFSA Frenzy has been in February. However, unlike previous years when the FAFSA was not available until January 1 for the subsequent academic year, the 2017-2018 FAFSA will be available in October 2016 for students to file using prior-prior year tax data. In light of this change, the Missouri FAFSA Frenzy main event date will be Sunday, November 13, 2016. Participating FAFSA Frenzy sites can host an event on the main date or anytime through January 2017.

### **Decision Day**

This year, MDHE added Decision Day to its slate of Journey to College programs. The goal of Decision Day is to celebrate high school seniors' postsecondary educational plans and to encourage younger students to prepare early for college. Decision Day events are taking place during April and May. Sixty-one Missouri high schools have registered to participate in this year's program.

### **Journey to College Day**

Registration will open soon for the first annual MDHE Journey to College Day. The meeting will be on July 26, 2016 in Jefferson City and will be open to college access professionals, such as high school counselors. Journey to College Day will provide information and strategies useful to those assisting high school students prepare for the transition to college and provide information about the MDHE college access programs and services.

### **STATUTORY REFERENCE**

34 CFR 682.401(d)

Coordinating Board for Higher Education  
April 27, 2016

**RECOMMENDED ACTION**

This is an information item only.

**ATTACHMENT**

Decision Day High School List

## 2016 Decision Day High Schools

<b>High School</b>	<b>City (County)</b>
1 <a href="#">AC Prep Academy</a>	Kansas City (Jackson County)
2 <a href="#">Arcadia Valley High School</a>	Ironton (Iron County)
3 <a href="#">Bayless Senior High School</a>	St. Louis (St. Louis County)
4 <a href="#">Bolivar High School</a>	Bolivar (Polk County)
5 <a href="#">Carnahan High School of the Future</a>	St. Louis (St. Louis City)
6 <a href="#">Center Senior High School</a>	Kansas City (Jackson County)
7 <a href="#">Central Academy of Excellence</a>	Kansas City (Jackson County)
8 <a href="#">Central High School</a>	Springfield (Greene County)
9 <a href="#">Central Visual and Performing Arts High School</a>	St. Louis (St. Louis City)
10 <a href="#">Christian High School</a>	O'Fallon (St. Charles County)
11 <a href="#">Cleveland NJROTC High School</a>	St. Louis (St. Louis City)
12 <a href="#">East High School</a>	Kansas City (Jackson County)
13 <a href="#">Fort Osage High School</a>	Independence (Jackson County)
14 <a href="#">Fredericktown High School</a>	Fredericktown (Madison County)
15 <a href="#">Gateway Science Academy High School</a>	St. Louis (St. Louis City)
16 <a href="#">Gateway STEM High School</a>	St. Louis (St. Louis City)
17 <a href="#">Hancock High School</a>	St. Louis (St. Louis County)
18 <a href="#">Hillcrest High School</a>	Springfield (Greene County)
19 <a href="#">Jefferson High School</a>	Festus (Jefferson County)
20 <a href="#">Jennings Senior High</a>	Jennings (St. Louis County)
21 <a href="#">KCPS Early College Academy</a>	Kansas City (Jackson County)
22 <a href="#">Kennett High School</a>	Kennett (Dunklin County)
23 <a href="#">Kingston High School</a>	Cadet (Washington County)
24 <a href="#">Maryville High School</a>	Maryville (Nodaway County)
25 <a href="#">McCluer High School</a>	Florissant (St. Louis County)
26 <a href="#">McCluer North High School</a>	Florissant (St. Louis County)
27 <a href="#">McCluer South-Berkeley High School</a>	Ferguson (St. Louis County)
28 <a href="#">New Madrid County Central High School</a>	New Madrid (New Madrid County)
29 <a href="#">Normandy High School</a>	St. Louis
30 <a href="#">Northeast High School</a>	Kansas City (Jackson County)
31 <a href="#">North Kansas City High School</a>	Kansas City (Jackson County)
32 <a href="#">Notre Dame High School</a>	St. Louis (St. Louis County)
33 <a href="#">Parkview High School</a>	Springfield (Greene County)
34 <a href="#">Paseo Academy of Fine and Performing Arts</a>	Kansas City (Jackson County)
35 <a href="#">Pattonville High School</a>	Maryland Heights (St. Louis County)
36 <a href="#">Plattsburg High School</a>	Plattsburg (Clinton County)
37 <a href="#">Potosi High School</a>	Potosi (Washington County)
38 <a href="#">Raytown High School</a>	Raytown (Jackson County)
39 <a href="#">Raytown South High School</a>	Raytown (Jackson County)
40 <a href="#">Ritenour High School</a>	St. Louis (St. Louis City)
41 <a href="#">Riverview Gardens High School</a>	St. Louis (St. Louis County)
42 <a href="#">Roosevelt High School</a>	St. Louis (St. Louis City)

## 2016 Decision Day High Schools

<b>High School</b>	<b>City (County)</b>
43 <a href="#">Ruskin High School</a>	Kansas City (Jackson)
44 <a href="#">Salem Senior High School</a>	Salem (Dent County)
45 <a href="#">Sheldon High School</a>	Sheldon (Vernon County)
46 <a href="#">Sikeston High School</a>	Sikeston (Scott County)
47 <a href="#">Soldan International Studies High School</a>	St. Louis (St. Louis City)
48 <a href="#">South Iron R-I High School</a>	Annapolis (Iron County)
49 <a href="#">Southwest Early College Campus</a>	Kansas City (Jackson County)
50 <a href="#">St. Charles West High School</a>	St. Charles (St. Charles County)
51 <a href="#">St. Clair High School</a>	St. Clair (Franklin County)
52 <a href="#">St. Francis Borgia Regional High School</a>	Washington (Franklin County)
53 <a href="#">St. James High School</a>	St. James (Phelps County)
54 <a href="#">Sullivan High School</a>	Sullivan (Franklin/Crawford)
55 <a href="#">Van Horn High School</a>	Independence (Jackson County)
56 <a href="#">Vashon High School</a>	St. Louis (St. Louis City)
57 <a href="#">Waynesville High School</a>	Waynesville (Pulaski County)
58 <a href="#">Webster Groves High School</a>	St. Louis (St. Louis County)
59 <a href="#">West Plains High School</a>	West Plains (Howell County)
60 <a href="#">Wheatland High School</a>	Wheatland (Hickory County)
61 <a href="#">Winnetonka High School</a>	Kansas City (Clay County)

## AGENDA ITEM SUMMARY

### AGENDA ITEM

CBHE Credit Transfer Guidelines (General Education Goals and Competencies)  
Coordinating Board for Higher Education  
April 27, 2016

### DESCRIPTION

Since September 2014 the Missouri Mathematics Pathways Task Force (MMPT) has been working to align gateway mathematics courses to students programs of study. In June 2015 the Report of the MMPT on Building Math Pathways into Programs of Study recommended, among other things, revising the CBHE policy regarding prerequisite courses for entry-level general education mathematics courses so that the prerequisite course for each college-level course is appropriate. This agenda item presents the board with the MMPT's suggested change to the CBHE Credit Transfer Guidelines on General Education Goals and Competencies.

### Summary

The work of the MMPT is founded on a simple premise: College Algebra, which is designed to prepare students for calculus, may not be the gateway mathematics course best suited for every academic program. Currently most students fulfill their institutions' general education mathematics requirement by taking College Algebra. Although College Algebra was created to prepare students for Calculus, most students who take College Algebra never take Calculus. Intermediate Algebra was designed to prepare students for College Algebra yet it is a prerequisite for all entry-level courses that meet the general education mathematics requirement of their degree program,.

The CBHE Credit Transfer Guidelines includes a section on "General Education Goals and Competencies." The pertinent section of the policy is copied below (the full text of the policy is attached as Attachment A):

#### **c. Mathematics**

State-Level Goal: To develop students' understanding of fundamental mathematical concepts and their applications. Students should develop a level of quantitative literacy that would enable them to make decisions and solve problems and which could serve as a basis for continued learning. (The mathematics requirement for general education should have the same prerequisite(s) and level of rigor as College Algebra.)

Intermediate Algebra is currently the prerequisite course for College Algebra in most Missouri colleges and universities. Students can place directly into College Algebra if they are able to demonstrate that they have the knowledge and skills deemed necessary to be successful in College Algebra. Thus, according to this CBHE policy, any course that is developed as an alternative course to College Algebra must also have the prerequisite of Intermediate Algebra.

The topics covered in Intermediate Algebra are the topics that a student needs to know and understand in order to be successful in College Algebra. If other courses are to be developed as alternatives to College Algebra, then the prerequisites for such courses should be courses

which cover topics that a student needs to know and understand in order to be successful in those alternative courses. The knowledge and skills that a student needs in order to be successful in a Statistics or Quantitative Reasoning course will include many—but not all—of the knowledge and skills a student needs to be successful in a College Algebra course.

The MMPT recommends the CBHE Credit Transfer Guidelines on General Education Goals and Competencies be revised as follows (new text in bold font):

**c. Mathematics**

State-Level Goal: To develop students' understanding of fundamental mathematical concepts and their applications. Students should develop a level of quantitative literacy that would **enable prepare them for success in their chosen degree path through appropriate rigorous courses aligned to their field of study.** ~~to make decisions and solve problems and which could serve as a basis for continued learning. (The mathematics requirement for general education should have the same prerequisite(s) and level of rigor as college algebra.)~~

The revised language would read as follows:

**c. Mathematics**

State-Level Goal: *To develop students' understanding of fundamental mathematical concepts and their applications. Students should develop a high degree of quantitative literacy that would prepare them for success in their chosen degree path through appropriate rigorous courses aligned to their field of study.*

**Conclusion**

The revision of the CBHE Credit Transfer Guidelines on General Education Goals and Competencies will allow the Missouri Mathematics Pathways Task Force to continue its work to develop appropriate degree pathways that are aligned to students' programs of study.

**STATUTORY REFERENCE**

Section 173.005.2(6), RSMo, Statutory requirements regarding CBHE's responsibility to identify best practices in remediation and provide oversight of the replication of these best practices by public institutions.

**RECOMMENDED ACTION**

**It is recommended that the Coordinating Board for Higher Education revise the CBHE Credit Transfer Guidelines on General Education Goals and Competencies as recommended by the Missouri Mathematics Pathways Task Force.**

**ATTACHMENT(S)**

CBHE Credit Transfer Guidelines

## COORDINATING BOARD FOR HIGHER EDUCATION PUBLIC POLICIES

### **A. TRANSFER/ARTICULATION ISSUES**

#### **1. Credit Transfer Guidelines**

(Adopted by the board June 8, 2000; revised October 13, 2005)

#### **I. INTRODUCTION**

The Coordinating Board for Higher Education (CBHE) fosters a public policy framework that is committed to the values of access, quality, and efficiency for the state's higher education system. As Missouri continues to increase aspiration and performance levels for all students, it will require an educational system that is responsive to the needs of students for easy mobility across institutions. Missouri's commitment to have institutions with distinctive missions, including differential admission standards, underscores the importance of an effective transfer and articulation system. These credit transfer guidelines are intended to ensure that high school graduates with clear educational objectives may complete a degree program offered by colleges and universities in the shortest possible time, whether the student remains in one institution or transfers to another.

The CBHE recognizes that each Missouri college and university is responsible for establishing and maintaining standards of expectations for all students completing its courses, programs, certificates, or degrees. It also recognizes that for effective and efficient transfer of credits between and among these colleges and universities, it is necessary to exercise this responsibility within the context of a statewide "system" of higher education. Effective transfer and articulation is based upon inter- and intra-institutional communication, a mutual respect for institutional integrity, a high degree of flexibility, procedures for identifying problems, a mechanism for implementing appropriate solutions, regular and systematic review of policies, and a timely and orderly process for change. Harmonious and equitable consideration of any problem that a student may encounter in moving from one institution to another is an ultimate objective of these transfer guidelines.

#### **A. STATUTORY RESPONSIBILITY**

Section 173.005(6), RSMo, requires the CBHE to "establish guidelines to promote and facilitate the transfer of students between institutions of higher education within the state." This responsibility is discharged through the implementation of the CBHE's credit transfer policy.

#### **B. APPLICABILITY OF GUIDELINES**

These transfer guidelines are applicable to course credits and related matters for undergraduate students who wish to transfer between Missouri public colleges and universities that have regional accreditation or that have been advanced to candidacy status by the North Central Association. The CBHE also recommends these guidelines to Missouri independent institutions that meet the same accreditation standards. In addition, the development of program-to-program articulation agreements is encouraged between Missouri's public and/or independent institutions of higher education and postsecondary institutions, such as proprietary institutions, with national accreditation recognized by the U.S. Department of Education and certification by the CBHE.

#### **C. GUIDING PRINCIPLES**

- Neither transfer nor native students should be advantaged or disadvantaged as a consequence of the transfer process.
- The delivery of lower-division courses should not be the sole province of a single institution, but should be subject to articulation between sending and receiving institutions.
- Separate credit-hour limitations should not be imposed on transfer students based on the type of sending institution.

- Variations in baccalaureate degree programs that reflect institutional missions should be respected and accommodated.
- The faculty role in the design of curricula and the establishment of degree requirements must be respected.
- Program-to-program institutionally articulated degrees for the associate of science (AS) and associate of applied science (AAS) should be encouraged.
- A workable transfer system requires predictability of transfer decisions and responsiveness to student needs. Demonstrating the effectiveness of transfer and articulation systems, including institutional and statewide agreements, requires analyses that employ common data elements and definitions that are collected and shared among institutions and with the CBHE.
- Prior to full implementation, any curricular changes that affect existing transfer and articulation agreements should involve timely mutual consultation by both receiving and sending institutions and notification to all affected parties once new agreements are reached.
- Presidents and chancellors should ensure that effective transfer and articulation are a priority at their institutions and that all members of the academic community--including faculty and department chairpersons--must honor all transfer agreements agreed to by their institutions.
- In order to facilitate student success and to reinforce the respective missions of associate and baccalaureate institutions, students who begin an associate degree program and who aspire to pursue a baccalaureate degree should be encouraged by both the sending and receiving institutions to complete the associate degree program, to transfer immediately upon associate degree completion, and to complete the baccalaureate degree in a timely manner.

## **II. STATEWIDE GENERAL EDUCATION POLICY**

The state has high expectations for all Missouri college graduates and has promulgated a statewide general education policy that establishes a rationale for general education; defines the responsibilities of institutions, faculties, and students for general education; and promotes broad curricular goals and student competencies that should result from institutional general education programs.

### **A. RATIONALE FOR GENERAL EDUCATION**

General education is the curricular foundation of the American academy. It encourages students to acquire and use the intellectual tools, knowledge, and creative capabilities necessary to study the world as it is, as it has been understood, and as it might be imagined. It also furnishes them with skills that enable them to deepen that understanding and to communicate it to others. Through general education, the academy equips students for success in their specialized areas of study and for fulfilled lives as educated persons, as active citizens, and as effective contributors to their own prosperity and to the general welfare.

As the academy's knowledge of the world is structured, so must general education be constructed to introduce students to the traditional disciplines of the arts and sciences. As that knowledge is ever changing, so must general education alert students to connections between the traditional disciplines and to the potential for interaction among all branches of knowing, ordering, and imagining the real world. As the real world is diverse, so must general education inform students that the world is understood in different ways and provide them with the means to come to terms,

intelligently and humanely, with that diversity. As diversities of knowing and understanding must be made open and accessible, so students must acquire appropriate investigative, interpretative, and communicative competencies.

## **B. RESPONSIBILITIES**

While the academy is not the only place where these high aims can be imagined and achieved, more than any other place it receives public and private support for just these ends. General education is thus a core responsibility of the academy as well as a foundation curriculum for students.

To discharge this trust, academic institutions must deliver appropriate resources to their faculties, and faculties must design and transmit to students effective means and persuasive rationales for achieving general education aims. Both institutions and faculties must satisfy their constituents that these ends are being achieved satisfactorily and in ways that are consistent with each institution's mission.

While students have a right to expect their academic institutions and faculties to fulfill these responsibilities, students also incur the obligation to act as partners in learning in order to become agents in, not merely receivers of, their own general education.

In the state of Missouri, all public institutions of higher education and each independent or proprietary institution that is signatory to the statewide credit transfer policy must agree that the general education achievements of students who succeed in discharging their obligations are wholly transferable in terms both of graduation credit and of real competencies.

## **C. TRANSFERABILITY OF GENERAL EDUCATION CREDIT**

In order to facilitate the transfer of students among institutions of higher education in the state, the CBHE has supported the development of a statewide general education policy that is intended to ensure the portability of general education credit among Missouri 's colleges and universities.

Each institution of higher education in Missouri fosters a program of general education. General education programs vary from institution to institution as each represents a statement reflective of the institution's ethos and mission. General education programs are developed by the faculty and validated by the institution's administration and governing board. Each institution expresses, through its general education program, the high expectations for the academic skills and knowledge that all students who complete degrees offered by that institution should master.

Consistent with its mission, each public institution of higher education in Missouri and each independent or proprietary signatory to this policy shall offer a general education program that is designed to enable students to achieve the following general education goals. In order to ensure transferability of general education credit among these institutions, each shall specify and publish a 42 semester-hour block of general education credit that will be considered equivalent to corresponding blocks of credit at other public and signatory institutions in enabling students to achieve these general education goals.

## **D. GENERAL EDUCATION GOALS AND COMPETENCIES**

Two terms describe the aims of general education in the state of Missouri, *goals* and *competencies*. The term *goals* refers to the curricular intent of state policy regarding the academic skills and knowledge content of general education. The term *competencies* denotes illustrative state-level expectations for student performance in general education. Faculty at each institution design a general education program that fits the ethos and mission of each institution and meets state-level curricular goals. Each general education program must also specify institution-level student competencies that will follow from achieving these curricular goals and which are in alignment with the suggested competencies listed in the following sections. These general education aims and outcomes may be achieved in various ways, including through traditional courses, through interdisciplinary teaching, or through competencies embedded across the curriculum. State-level

curricular goals and institution-level student competencies for general education fall into two categories: academic skills and knowledge.

## **1. Skills Areas**

### **a. Communicating**

State-Level Goal: To develop students' effective use of the English language and quantitative and other symbolic systems essential to their success in school and in the world. Students should be able to read and listen critically and to write and speak with thoughtfulness, clarity, coherence, and persuasiveness.

Suggested Competencies: Students will demonstrate the ability to...

- Analyze and evaluate their own and others' speaking and writing. Conceive of writing as a recursive process that involves many strategies, including generating material, evaluating sources when used, drafting, revising, and editing.
- Make formal written and oral presentations employing correct diction, syntax, usage, grammar, and mechanics.
- Focus on a purpose (e.g., explaining, problem solving, argument) and vary approaches to writing and speaking based on that purpose.
- Respond to the needs of different venues and audiences and choose words for appropriateness and effect.
- Communicate effectively in groups by listening, reflecting, and responding appropriately and in context.
- Use mathematical and statistical models, standard quantitative symbols, and various graphical tactics to present information with clarity, accuracy, and precision.

### **b. Higher-Order Thinking**

State-Level Goal: To develop students' ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; and to solve problems by applying evaluative standards.

Suggested Competencies: Students will demonstrate the ability to...

- Recognize the problematic elements of presentations of information and argument and to formulate diagnostic questions for resolving issues and solving problems.
- Use linguistic, mathematical or other symbolic approaches to describe problems, identify alternative solutions, and make reasoned choices among those solutions.
- Analyze and synthesize information from a variety of sources and apply the results to resolving complex situations and problems.
- Defend conclusions using relevant evidence and reasoned argument.
- Reflect on and evaluate their critical-thinking processes.

### **c. Managing Information**

State-Level Goal: To develop students' abilities to locate, organize, store, retrieve, evaluate, synthesize, and annotate information from print, electronic, and other sources in preparation for solving problems and making informed decisions.

Suggested Competencies: Students will demonstrate the ability to...

- Access and/or generate information from a variety of sources, including the most contemporary technological information services.
- Evaluate information for its currency, usefulness, truthfulness, and accuracy.
- Organize, store, and retrieve information efficiently.
- Reorganize information for an intended purpose, such as research projects.
- Present information clearly and concisely, using traditional and contemporary technologies.

### **d. Valuing**

State-Level Goal: To develop students' abilities to understand the moral and ethical values of a diverse society and to understand that many courses of action are guided by value judgments about the way things ought to be. Students should be able to make informed decisions through identifying personal values and the values of others and through understanding how such values develop. They should be able to analyze the ethical implications of choices made on the basis of these values.

Suggested Competencies: Students will demonstrate the ability to...

- Compare and contrast historical and cultural ethical perspectives and belief systems.
- Utilize cultural, behavioral, and historical knowledge to clarify and articulate a personal value system.
- Recognize the ramifications of one's value decisions on self and others.
- Recognize conflicts within and between value systems and recognize and analyze ethical issues as they arise in a variety of contexts.
- Consider multiple perspectives, recognize biases, deal with ambiguity, and take a reasonable position.

## **2. Knowledge Areas**

### **a. Social and Behavioral Sciences**

State-Level Goal: To develop students' understanding of themselves and the world around them through study of content and the processes used by historians and social and behavioral scientists to discover, describe, explain, and predict human behavior and social systems. Students must understand the diversities and complexities of the cultural and social world, past and present, and come to an informed sense of self and others. (Students must fulfill the state statute requirements for the United States and Missouri constitutions.)

Suggested Competencies: Students will demonstrate the ability to...

- Explain social institutions, structures, and processes across a range of historical periods and cultures.
- Develop and communicate hypothetical explanations for individual human behavior within the large-scale historical and social context.
- Draw on history and the social sciences to evaluate contemporary problems.
- Describe and analytically compare social, cultural, and historical settings and processes other than one's own.
- Articulate the interconnectedness of people and places around the globe.
- Describe and explain the constitutions of the United States and Missouri.

### **b. Humanities and Fine Arts**

State-Level Goal: To develop students' understanding of the ways in which humans have addressed their condition through imaginative work in the humanities and fine arts; to deepen their understanding of how that imaginative process is informed and limited by social, cultural, linguistic, and historical circumstances; and to appreciate the world of the creative imagination as a form of knowledge.

Suggested Competencies: Students will demonstrate the ability to...

- Describe the scope and variety of works in the humanities and fine arts (e.g., fine and performing arts, literature, speculative thought).
- Explain the historical, cultural, and social contexts of the humanities and fine arts.
- Identify the aesthetic standards used to make critical judgments in various artistic fields.
- Develop a plausible understanding of the differences and relationships between formal and popular culture.
- Articulate a response based upon aesthetic standards to observance of works in the humanities and fine arts.

### **c. Mathematics**

State-Level Goal: To develop students' understanding of fundamental mathematical concepts and their applications. Students should develop a level of quantitative literacy that would enable them to make decisions and solve problems and which could serve as a basis for continued learning. (The mathematics requirement for general education should have the same prerequisite(s) and level of rigor as college algebra.)

Suggested Competencies: Students will demonstrate the ability to...

- Describe contributions to society from the discipline of mathematics.
- Recognize and use connections within mathematics and between mathematics and other disciplines.
- Read, interpret, analyze, and synthesize quantitative data (e.g., graphs, tables, statistics, survey data) and make reasoned estimates.
- Formulate and use generalizations based upon pattern recognition.
- Apply and use mathematical models (e.g., algebraic, geometric, statistical) to solve problems.

#### **d. Life and Physical Sciences**

State-Level Goal: To develop students' understanding of the principles and laboratory procedures of life and physical sciences and to cultivate their abilities to apply the empirical methods of scientific inquiry. Students should understand how scientific discovery changes theoretical views of the world, informs our imaginations, and shapes human history. Students should also understand that science is shaped by historical and social contexts.

Suggested Competencies: Students will demonstrate the ability to...

- Explain how to use the scientific method and how to develop and test hypotheses in order to draw defensible conclusions.
- Evaluate scientific evidence and argument.
- Describe the basic principles of the physical universe.
- Describe concepts of the nature, organization, and evolution of living systems.
- Explain how human choices affect the earth and living systems.

### **E. STRUCTURE OF GENERAL EDUCATION CURRICULA**

The statewide general education policy requires institutions to design and offer a general education program that includes a minimum of 42 semester-hours of credit distributed across the academic skills and knowledge areas of the previous sections. These credit hours should be distributed in such a way that students who complete the 42 semester-hour block of general education credit from any institution of higher education in the state will have had the opportunity to achieve the high expectations embodied in the state-level goals and suggested competencies set forth in the previous section.

All Missouri public institutions of higher education and each independent or proprietary signatory institution have the privilege and responsibility to exercise their academic and institutional autonomy to design and promulgate a general education program that supports their respective institutional mission and assists students to meet these high expectations. Institutional programs may be designed in various ways to achieve these state-level goals and institution-level competencies, and the role of institutional faculty in designing institutional general education curricula and establishing general education requirements for their degrees will be respected.

Each institution will document how the design of its 42 semester-hour block of general education credit meets the state-level curricular goals and ensures that its students achieve institution-level competencies that are aligned with these goals. Each institution will also document how it implements this design, how it assesses and certifies student skills and knowledge, and how it uses assessment results to improve its general education program.

Institutions may design and promulgate general education programs that exceed the expectations of the 42 semester-hour block of credit. In this case, institutions may require transfer students to complete general education and other institutional requirements in addition to the 42 semester-

hour block of credit only when these additional requirements are also required of native students. Students assume full responsibility for meeting specified degree and/or major requirements, specifically those related to course prerequisites.

Each public and signatory institution will define a 42 semester-hour general education block of credit that achieves state-level curricular goals. All of these 42 semester-hour blocks of general education credit will be considered equivalent for transfer purposes. Typically, these blocks will be composed primarily of lower-division courses and requirements. However, institutions may define their 42 semester-hour blocks of general education credit as being composed of both lower- and upper-division courses and requirements. In such cases, receiving institutions must accept, as equivalent, other institutions' blocks of general education credit—even when these are composed solely of lower-division courses.

Baccalaureate professional schools or programs may specify exceptions to the credit-hour minimum established in this section by promulgating these exceptions and by establishing specialized articulation programs related to AS and AAS degrees, as detailed in the following sections. Transfer students completing AS and AAS degrees from institutions that do not have program-to-program institutionally articulated agreements are not exempt from satisfying the requirements of departments or divisions of the institution into which the student transfers.

## **F. GENERAL EDUCATION PROGRAM REVIEW AND NOTIFICATION PROCESS**

The purpose of the review and notification process for general education programs is to ensure that all public institutions and each independent or proprietary signatory institution have general education programs in place that meet the statewide policy. This review process is intended to be collegial, professional, and helpful to institutions in developing general education programs that meet policy guidelines. The program review and notification process is intended to focus on strengthening general education, to be reflective of the state's commitment to institutional autonomy, and to be protective of each student's right to the fair application of this statewide credit transfer policy.

### **Initial Review and Approval**

All Missouri public institutions of higher education and each independent or proprietary institution that is signatory to the statewide credit transfer policy will develop and post, both on the MDHE web site and their own institution's web site, a curricular design and an assessment plan indicating how that institution plans to implement and assess general education. The institution's program will remain on the MDHE web site for a period to be determined by the CBHE's Committee on Transfer and Articulation (COTA).

All public and signatory institutions will be invited to comment on each institution's plan through the designated transfer and articulation officer. The institution whose program has been posted for comments will be responsible for forwarding comments to the CBHE for posting, evaluating the feedback, responding to the commenting institution, and determining which suggestions it will incorporate into its curriculum design. When an institution is ready to implement its program, the president will notify COTA. Once COTA acknowledges receipt of the notice, that institution is then eligible to certify its students for transfer under the statewide general education policy standards. The institution has the further responsibility to post its general education program on its web site and to maintain its currency and accuracy. COTA will notify all public and signatory institutions when an institution is eligible to certify students for transfer.

Any concerns that individual institutions have about another's general education program will be handled via the Appeals Process that is part of this credit transfer policy.

### **Ongoing Dialogue and State-Level Policy Review**

The annual statewide transfer and articulation conference will be used as a vehicle to encourage communication and collaboration about institutional approaches to general education. Sessions

will be scheduled to discuss concerns about the state credit transfer policy and to promote good practices in general education teaching, transfer, and assessment.

### **III. TRANSFER**

#### **A. TRANSFER DEGREES**

Transfer degrees are prescribed lower-division programs that are designed to facilitate the transfer of students into a four-year baccalaureate degree program upon completion of a lower-division program at another institution of higher education. Associate degrees, especially the associate of arts (AA) degree, are the most common lower-division transfer degrees.

Determination of course requirements of the major for a baccalaureate degree, including introductory and related courses, is the prerogative of the baccalaureate degree-granting institution. The catalog of each four-year institution will state clearly the requirements for each baccalaureate degree program. When specific prerequisites are required, they will be designated and noted in conjunction with the course description. Transfer students who have completed prerequisites will not be required to duplicate study in the area. The catalog will specify any restrictions or additional requirements for each major.

***Addendum:** Institutional policies that distinguish between upper- and lower-division courses vary among baccalaureate degree-granting institutions. The variation results in similar courses being identified as upper or lower division at different institutions. This can create redundancy in the curriculum of a transfer student (i.e., repeating an upper division course at the receiving institution when the student had completed a course with the same content and learning objectives but labeled as lower division by the sending institution). Receiving institutions should avoid duplication of learning and effort by transfer students by requiring the completion of a related but non-duplicative upper-division course that would enrich the curriculum of the student. The analysis of possible duplication of learning and effort in identification of upper- and lower-division courses is best addressed in the context of articulation agreements between sending and receiving institutions.*

A baccalaureate degree program, or major, consists of a general education program and a coherent grouping of courses or subject-area requirements in a specific discipline or program field. Generally, the number of credit hours required for a major ranges from thirty (30) to forty-eight (48) semester credit hours. There may be exceptions to this rule in the case of highly specialized professions or disciplines, interdisciplinary studies, or majors in general liberal arts studies.

#### **1. Statewide Transfer Associate of Arts Degree**

The associate of arts (AA) degree is designed as the statewide general studies transfer degree. This degree is structured for entry into the general range of baccalaureate degree programs offered by four-year colleges or universities. Students completing the AA degree will have completed a general education program that is consistent with the statewide general education policy, consisting of a minimum of 42 semester-hours of credit. Courses taken as part of an AA degree outside the general education program should be carefully chosen to ensure applicability to the baccalaureate graduation requirements for the program of study which the student intends to pursue at a four-year college or university. Consequently, the transfer student has the responsibility to become familiar with the specific major and graduation requirements of the four-year institution to which transfer is intended. Institutions are also encouraged to develop articulation agreements to ensure the transfer of credit outside of the 42 semester-hour general education block of credit.

A student's AA degree curriculum may include introductory courses and other courses that permit the student to explore areas of specialization that can be pursued at a later time at the upper-division level. For AA students who continue in a particular field, the courses should be adequate in content to be counted fully toward the baccalaureate degree.

#### **2. Program-to-Program Institutionally Articulated Degrees**

This policy encourages both two-year and four-year institutions to develop voluntary, supplemental articulation agreements for the AS and AAS degrees in addition to the AA state transfer degree. These agreements will facilitate transfer and consider all factors surrounding a student's achieved program competencies, successes, and professional career aspirations.

**a. Associate of Science Degree**

An associate of science (AS) degree is a specialized transfer degree that is intended for students interested in transferring into professional programs that have a greater emphasis on science and math. This is an articulated degree program that results from careful planning and agreement between institutions. These programs will be developed by consultation between sending and receiving institutions on a program-by-program basis. This process may involve changes in general education requirements. Students completing articulated AS degrees will be accepted as having completed lower-division general education and prerequisite courses equivalent to the lower-division general education requirements completed by native students in the same degree program over a similar time period.

**b. Associate of Applied Science Degree**

An associate of applied science (AAS) degree is oriented toward career and professional preparation. The primary purpose of this associate degree is to prepare a student for entry into a particular occupation. While the AAS degree has not historically been intended as a transfer degree into a baccalaureate program, Missouri's initiatives to develop and expand its workforce development and training system demand that education and training career paths extend beyond the associate degree. When used for transfer, this degree requires careful planning and agreement between institutions on a program-by-program basis. This process may involve changes in general education requirements. In order for students to be adequately prepared for the workforce and to facilitate articulation agreements, a minimum of twenty-five percent of the AAS degree requirements shall consist of college-level transferable general education. The AAS transfer student should be able to pursue upper-division advanced coursework in appropriate baccalaureate degree programs. (These may include the same degree area or related degree areas.) Institutions are encouraged to explore opportunities for multiple articulation agreements.

**c. Other Associate Degrees**

All other associate degrees not addressed by either the statewide transfer AA degree or program-to-program institutionally articulated AS or AAS degrees will be evaluated on a course-by-course basis until such time that an articulated agreement exists.

**B. TRANSFER WITHOUT A DEGREE**

**1. General Education Curricula**

Students at both two- and four-year institutions of higher education should be encouraged to pursue and complete coherent programs of study, including associate and baccalaureate degree programs and coherent general education programs. The statewide general education policy is designed to assist students to transfer a block of 42 semester-hours of general education credit by ensuring that all institutions of higher education in the state have comparable expectations regarding what students know and can do as a result of completing these blocks of general education credit and by ensuring that all public and signatory institutions define and publish 42 semester-hour blocks of general education credit that will be considered equivalent for the purposes of transfer.

All Missouri public institutions of higher education and independent or proprietary institutions that are signatory to this statewide credit transfer policy shall recognize the validity of other institutions' general education programs. Once an institution of higher education in Missouri has defined and published its 42 semester-hour block of general education credit and has notified COTA that its general education program meets the statewide general education policy's requirements, the integrity of its general education program and block of credit will be recognized by the other institutions of higher education in Missouri.

Students who are certified by their sending institutions as having completed a 42 semester-hour block of general education credit will not be required to complete any additional general education requirements that are part of the corresponding general education block of the institutions to which the students transfer. Students assume full responsibility for meeting the specified degree and/or major requirements, specifically those related to prerequisites. General education and other institutional requirements in addition to the 42 semester-hour block of credit may be required of transfer students by receiving institutions only when native students are obligated to satisfy the same requirements.

## **2. Transfer Prior to Degree or General Education Program Completion**

Students enrolled in associate degree programs should be encouraged to complete their degrees. Students pursuing AA degrees should be encouraged to complete a 42 semester-hour general education block of credit that meets statewide general education policy prior to transfer. Students who transfer before completing either an AA degree or a 42 semester-hour general education block of credit will have their transcripts evaluated by receiving institutions. Both receiving and sending institutions are encouraged to maintain articulation agreements to assist students and institutions in evaluating student academic accomplishments consistently and accurately.

## **3. Role of Sending Institutions**

Sending institutions have the responsibility to certify and document on student transcripts that students have completed associate degree programs. Similarly, sending institutions have the responsibility to certify and document on student transcripts that students have completed a 42 semester-hour general education block of credit that is consistent with statewide general education policy and is considered equivalent for the purposes of transfer with other institutions' 42 semester-hour general education blocks.

Further, sending institutions should encourage students to complete coherent programs of study. They should collaborate with receiving institutions to develop articulation agreements and share information with each other and with students that assist students in transferring from one institution to the other without loss of credit.

## **4. Role of Receiving Institutions**

Receiving institutions have the responsibility to attempt to match students' academic accomplishments with the requirements of the degrees to which the students aspire. Specifically, receiving institutions are obligated to accept completion of a 42 semester-hour general education block of credit at any public institution or any independent or proprietary signatory institution as equivalent to, and as completing, the receiving institution's 42 semester-hour general education block of credit. Receiving institutions may only impose additional general education or other institutional requirements when these are also required of native students.

Further, receiving institutions should encourage students to complete coherent programs of study. They should collaborate with sending institutions to develop articulation agreements and share information, with each other and with students, that assists students in transferring from one institution to the other without loss of credit.

*(Clarifying Comment: Once a student completes an associate degree and completes the 42-hour general education core, all lower division requirements for general education is deemed to be complete. Any additional lower division requirements must be considered distinct degree requirements or prerequisites for upper division courses in the major. These lower division courses should not add to the total number of hours required for graduation unless stipulated differently for the purposes of program accreditation.)*

## **C. TRANSFER OF LOWER-DIVISION CREDIT HOURS BEYOND THE ASSOCIATE DEGREE REQUIREMENTS**

The number of hours required for baccalaureate-level graduation of transfer students that meet the guidelines in this document should be equivalent to the number of hours required of native students (assuming all lower-division prerequisites for courses in the student's baccalaureate program have been met). Transfer students must meet the minimum residency, upper-division

course, and graduation requirements established by the baccalaureate institution. Students with AA degrees will typically transfer sixty-four (64) credit hours, which is approximately the first two years of the baccalaureate educational experience. Lower-division credit hours completed beyond the AA degree will be evaluated for transfer on a course-by-course basis. Within the constraints of these minimal requirements, and assuming program-to-program articulation for these additional hours, AA, AS, and AAS transfer students may choose to complete additional lower-division requirements at two-year institutions to meet the lower-division prerequisites and/or lower-division graduation requirements established by the baccalaureate institution. *(Clarifying Comment: Students may transfer more than 64 credit hours for lower division courses from either Missouri associate degree-granting or baccalaureate degree-granting institutions. Any additional lower division course credits above 64 credit hours will be accepted in transfer if the credits are applicable to the baccalaureate degree or are prerequisites for an upper division course in the major.)*

## **D. OTHER TRANSFER-RELATED MATTERS**

### **1. Junior-Level Status**

While students completing associate degree programs have traditionally been accepted at the junior level by receiving institutions, it is important to note that baccalaureate programs vary in the number of hours required for graduation. In addition, all students are subject to prerequisite-course requirements, residency and upper-division credit-hour requirements, a minimum grade point average--both cumulative and in the major--and, in some instances, upper-division general education requirements. At some baccalaureate institutions, this collection of requirements varies by college and/or major. Consequently, while junior level has meaning in the context of having completed the first two years of higher education, it may be misleading to assume that completion of a baccalaureate degree can be accomplished in four years. Transfer students who have completed the AA degree from a signatory institution that is in compliance with this policy shall be received as having completed the statewide 42 semester-hour general education block of credit.

### **2. Curriculum Changes**

All parties agree to be consultative when proposing curriculum changes that are likely to impact existing transfer and articulation agreements. The integrity of articulated degree programs requires agreements about process and procedure on implementing changes to existing agreements. Changes affecting either the statewide AA transfer degree or a program-to-program institutionally articulated AS or AAS degree should be made after appropriate consultation and with enough lead - time to provide an orderly and timely change in the nature of these articulated agreements. In instances of concern by any institution involved in this statewide credit transfer policy or in program-to-program institutionally articulated degrees, the affected institution may initiate an appeal, as provided in the Appeals Process section of this policy.

### **3. Admission of Transfer Students**

#### **a. Institutional Admission**

The core of any orderly transfer process is the mutual acceptance of the nature and purpose of the statewide transfer AA degree and the program-by-program institutionally articulated AS and AAS degrees. If any institution of higher education finds it necessary to be selective in its admission of qualified transfer students, its criteria for admission of transfer students must be consistent with its mission and shall be stated in its official publications. Such publications shall be on file with the CBHE. Students transferring with the AA statewide transfer degree or the AS or AAS program-by-program institutionally articulated degree, must meet the published admission requirements of the receiving institution for transfer study by students with these degrees. Transfer of the AA degree shall be predicated upon the following minimum statewide expectations:

- Completion of a minimum of 60 semester hours of college-level work oriented toward a baccalaureate degree
- Completion of an institutionally approved general education program, as defined in Section A of this document

- Achievement of a cumulative grade point average of not less than 2.0 (A=4.0, B=3.0, C=2.0, D=1.0, F=0.0), provided that only the final grade received in courses repeated by the student shall be used in computing this average

Students who earn an AA degree meeting these minimum statewide criteria, as validated by a regionally accredited associate degree-granting institution, are eligible for admission to a baccalaureate degree-granting institution (subject to the provisions outlined in this section), but not necessarily to a particular baccalaureate degree program major. Prospective transfer students should consult the catalogs of receiving institutions to determine specialized programmatic admission requirements, if any, for particular degree programs. The enrollment status of transfer students with the AS or AAS program-by-program institutionally articulated degree shall be defined as part of each transfer agreement.

#### **b. Program Admission**

Transfer students will be admitted to programs based on the same criteria as those established for the native students of the receiving institution. Admission to a specific baccalaureate degree program may result in a different computation of the grade point average (GPA). The number of hours and junior-level standing will be evaluated in accordance with the Transfer of Lower-Division Credit Hours Beyond the Associate Degree Requirements section.

#### **4. Catalog**

Transfer students shall be subject to the same regulations regarding applicability of catalog requirements as native students. This implies that transfer students may choose the operative catalog of the receiving institution at point of initial enrollment at the sending institution, assuming they meet all the conditions required of native students, e.g., continuous enrollment. Conditions that restrict a student's options, e.g., non-continuous enrollment, changes of major, or admission to program, should be invoked only if they are also applied to native students.

#### **5. Change in Major**

When students initiate changes in their stated major or degree objectives, those students assume full responsibility for meeting the specified new degree and/or major requirements. In particular, students who have earned an AS or AAS program-by-program institutionally articulated degree and who change majors or who change the institution they plan to attend should anticipate potentially significant changes in baccalaureate degree program-completion requirements. All students, regardless of the associate degree in which they are enrolled, who plan to transfer into a different field of study have the responsibility to seek pre-transfer counsel from the sending or receiving institution regarding required courses in the program which they plan to pursue and the evaluation of credits already earned as the credits apply to the particular baccalaureate program to be pursued.

#### **6. Transfer of Grades**

The academic record at a given institution will include all courses attempted. Grades of "D" or better earned in college-level work at institutions of higher education to which the transfer articulation agreement applies shall be transferred as full credit to another college or university; however, the receiving institution will treat all grades on courses attempted on the same basis as that of the native student. For example, if a native student is required to repeat a "D" grade in a specified course, a transfer student will also be required to repeat the "D" grade in the same course.

#### **7. Credit by Examination, Dual Credit, Experiential Learning, and Pass/Fail Credit**

Pass/fail credit will be transferred and treated by the receiving institution in the same way pass/fail credit is treated for native students. Advanced placement, credit by examination, dual credit, and credit for experiential learning will be transcribed and clearly defined. Course equivalency for credit by examination may be listed as desired. The receiving institution shall transfer and treat credit earned through advanced placement, credit by examination, dual credit, and credit for

experiential learning in the same manner as it would for native students, except that the integrity of the associate degree or the 42-hour general education block will not be invalidated. The policies for awarding credit by examination and nontraditional learning vary from one institution to another. Each institution will publish information about its policies for awarding credit by nontraditional modes, including the names of tests that are used to assess credit, cut-off scores, deadline dates for submission of scores to the receiving institution, and restrictions on the time interval permitted to receive current credit for a course taken some years previously.

### **8. State Certification or Statutory Requirements**

In the process of earning a degree, students must complete requirements for that degree and, sometimes, as in the case of teacher education, dental hygiene, allied health, or engineering programs, they must also meet state certification requirements. If certification or statutory requirements change and additional requirements become effective during the time a student is enrolled in a program, the new requirements take precedence over previously existing degree or certification standards.

## **IV. PROCEDURES FOR REVIEW OF CREDIT TRANSFER POLICY AND COMPLIANCE**

### **A. COMMITTEE ON TRANSFER AND ARTICULATION**

The CBHE has established a Committee on Transfer and Articulation, consisting of eight members, with responsibility to oversee the implementation of the guidelines as set forth in this policy statement.

The Committee on Transfer and Articulation will be composed of eight members appointed by the Commissioner of Higher Education, one of which shall serve as chairperson of the committee. Members shall consist of three representatives from public two-year colleges; three representatives from the public four-year colleges and universities, one of which must be from the University of Missouri and one of which must be from the other public four-year institutions; one representative from independent two-year colleges or two-year proprietary institutions; and one representative from independent four-year colleges and universities. In addition, the Commissioner, or a designated representative, will sit as an *ex-officio* voting member of the committee. The Committee on Transfer and Articulation is encouraged to seek the counsel of faculty and other institutional representatives in the performance of its functions. Those functions shall include the following:

- Conducting a bi-annual review of the provisions of the college transfer guidelines and recommending such revisions as are needed to promote the success and general well-being of the transfer student;
- Reviewing and making recommendations concerning transfer issues brought before it by institutions;
- Recommending modifications of institutional policies and procedures that, in the committee's judgment, would enhance and facilitate the transfer of students;
- Studying nontraditional credits and developing transfer guidelines for them;
- Systematically soliciting suggestions and data from administrators, faculty, and students concerning matters of transfer;
- Developing a job description for an articulation officer's position that defines duties and is an acknowledgement of common expectations among the institutions;
- Maintaining an annually updated list of institutional articulation officers who have been appointed by the president or CEO of each institution;
- Reviewing and making recommendations for change concerning the CBHE brochure, "Transfer Guidelines: Students' Rights and Responsibilities";
- Monitoring both the sending and receiving institutions to determine whether they are informing transfer students of their rights and responsibilities;
- Reviewing and recommending resolution of individual cases of appeal from institutions and/or students per Section B;

- Preparing and submitting to the CBHE, for such action and distribution as the CBHE deems appropriate, an annual report of committee meetings, as well as actions and recommendations, including a report of student and institutional appeals cases. The chairperson must convene the committee at least once a year; and
- Establishing committee rules of procedure and meeting, on the call of the chairperson, as is necessary to perform its functions.

## **B. APPEALS PROCESS**

Each receiving institution of higher education shall have an internal process of appeal available to transfer students for purposes of challenging institutional decisions on the acceptance of the students' credits toward graduation at the receiving institution. Since receiving institutions may vary in the nature of the appeals procedures, all receiving institutions must publish in their respective catalogs or student handbooks a statement of each student's right to appeal and the procedures that should be followed. Furthermore, all incoming transfer students should receive a copy of the institution's most recent statement on rights of appeal and procedures. Responses to a student's appeal should proceed in a timely manner.

Each transfer student who believes that there has been unfair treatment must give the receiving institution an opportunity to resolve potential conflicts through the formal internal appeals procedures of the campus. The student, however, is also encouraged to involve, at any point, the articulation officer of the sending institution in reviewing the situation and giving advice on the merits of an appeal. Upon completion of at least one level of appeal at the receiving institution, the Chief Academic Officer (CAO) or designated officer of the sending institution may choose to initiate an appeal to the CAO or designated officer of the receiving institution on behalf of the student.

Appeals involving institutions as advocates for students shall be resolved in a timely manner. Written decisions should normally be issued within fifteen (15) calendar days of receipt of a petition for an institution-to-institution appeal. In cases of urgency, the presidents/chancellors of both institutions will exercise good faith attempts to resolve the issue within five (5) working days. If the issue is not resolved to the satisfaction of all parties, a further appeal may be made to the CBHE Committee on Transfer and Articulation. When either a receiving or sending institution believes that a transfer practice, procedure, requirement, or policy is not in accord with the principles or spirit of the CBHE Transfer and Articulation Guide, that institution may initiate an appeal in writing to the receiving institution's articulation officer, with a copy to the CEO. If the appeal is not resolved to the satisfaction of the appealing institution, it may then appeal to the CBHE Committee on Transfer and Articulation. Appeal to the CBHE Committee on Transfer and Articulation shall be by the following procedures.

Appeal(s) to the Committee on Transfer and Articulation may be initiated by the affected student or institution only after all other remedies have been exhausted without resolution of the issue at the sending or the receiving institution. The appeals process is initiated when the CBHE Committee on Transfer and Articulation receives a written appeal.

The committee chairperson shall promptly notify the CAOs of the relevant institutions of higher education of the appeal and invite the institution(s) to submit documentation for the decision being appealed. Documentation shall normally be submitted by the relevant institutions within fifteen (15) calendar days of notification by the committee.

The chairperson of the committee shall convene the Committee on Transfer and Articulation within thirty (30) calendar days, if possible, but in no event later than ninety (90) calendar days, of the receipt of an appeal for the purpose of considering the information presented by the student and the institutions. All parties involved in the appeal shall be notified of the committee's meeting time and location. All parties involved in the appeal will have the opportunity to make an oral presentation to the appeals committee if any desires to do so.

n the event an appeal is filed involving a campus represented on the Committee on Transfer and Articulation, the Commissioner shall, for the purpose of considering the appeal, appoint an interim member of the committee from the same sector.

The committee's consideration of the appeal shall include, but shall not be limited to, the compliance of the institution(s) with the guidelines set forth in this policy, the student's compliance with the guidelines set forth in this policy, and the student's rights and responsibilities statement.

The committee chairperson shall inform the CAOs of the relevant institutions and the student, when involved, of the committee's determination and shall recommend that the CAO of the institution(s) implement the committee's recommendation.

The CAOs of the institutions shall inform the chairperson of the appeals committee within thirty (30) calendar days of the action taken in regard to the committee's recommendation.

The committee's recommendation and the action taken by the institutions shall be reported to the CBHE by the Commissioner of Higher Education.

## **V. DEFINITIONS**

**A. Articulation:** The process whereby postsecondary institutions seek to foster the smooth transfer of students by developing agreements which specify in advance the terms, conditions, and expectations which shall be applied to transfer students. Supplemental to general transfer policies and guidelines, articulation agreements apply to specific courses and/or to specific degree programs. When these courses and/or degree programs are completed successfully at the sending institution, they will, for admitted students, be accepted in transfer and apply to graduation requirements for a specified degree program at the receiving institution.

**B. Associate Degree:** An earned academic degree with the term "associate" in the title and normally requiring at least 60 semester credit hours or equivalent at the lower-division level.

**C. Baccalaureate Degree Program:** The major required for the awarding of a bachelor's degree.

**D. Bachelor's Degree or Baccalaureate Degree:** Any earned academic degree with the term "bachelor" in the title and normally requiring at least 120 semester credit hours of study.

**E. CBHE:** The Coordinating Board for Higher Education, established by Section 173.005.2, RSMo 1986.

**F. Commissioner:** The Commissioner of Higher Education, as appointed by the CBHE.

**G. Continuous Enrollment:** Half time enrollment or 15 credit hours per calendar year.

**H. Degree or Certificate:** An award or title conferred upon an individual by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program or course of study.

**I. General Education Program:** A prescribed course of study, as defined by institutional faculty and validated by the institution's administration or governing board, distinct from a program major, required of all graduates, and intended to ensure that all graduates possess a common core of college-level skills and knowledge.

**J. Guidelines:** The expected course of action or set of circumstances that apply to decision-making in which transfer of credit is involved.

**K. Institution of Higher Education:** As used in the context of these guidelines, "institution of higher education" means an educational institution, under either public or private control, which

provides a postsecondary course of instruction of at least six months in length, leading to, or directly creditable toward, a degree or certificate and which has regional accreditation or has been advanced to candidacy status by the North Central Association.

**L. Junior Standing:** Generally, the term indicating satisfactory completion of approximately half of the credit-hour requirements for completion of a bachelor's degree, completion of lower-division general education requirements, and achievement of an institutionally established minimum grade point average (GPA).

**M. Lower-Division Courses:** Courses at a level of comprehension usually associated with freshman and sophomore students and offered during the first two years of a four-year baccalaureate program.

**N. Major:** A prescribed course of study that constitutes an area of specialization leading to a recognized certificate or degree.

**O. Native Student:** A student whose initial college enrollment was at an institution of higher education and who has not transferred to another institution since that initial enrollment and who has taken no more than 11 hours at another institution of higher education.

**P. Proprietary Institution:** A privately controlled education institution certified to operate by the CBHE pursuant to Sections 173.600 through 173.619, RSMo, and accredited by an accrediting commission recognized by the United States Department of Education that provides a postsecondary course of instruction leading to a certificate or degree.

**Q. Receiving Institution:** The institution of higher education at which a transfer student currently desires to enroll and to have previously earned credit applied toward a degree program.

**R. Semester Credit Hour:** A permanently transcribed instructional activity in which one semester credit hour shall consist of a minimum of seven hundred fifty (750) minutes (for example, 15 weeks x 50 minutes per week) of classroom experiences such as lecture, discussion, or similar instructional approaches, or a minimum of one thousand five hundred (1,500) minutes of such experiences as laboratory, studio, or equivalent experiences. Both of the above are exclusive of registration and final examination time. Greater amounts of practicum or internship instruction are normally required to be the equivalent of one credit hour. In vocational education laboratories, more clock hours per credit hour are usually required.

**S. Sending Institution:** The institution of higher education of most recent previous enrollment by a transfer student at which transferable academic credit was earned.

**T. Signatory Institution:** Any independent or proprietary institution in Missouri that has signed and agreed to adhere to this credit transfer policy.

**U. Transfer:** The process whereby a student with previous postsecondary educational experience gains admission to another postsecondary institution and seeks to have the credits successfully earned at the previous institution(s) apply toward graduation requirements for a specific course of study at the receiving institution.

**V. Transfer Student:** A student entering an institution for the first time with academic credit earned at another institution, which is applicable for credit at the institution the student is entering.

**W. Upper-Division Courses:** Courses at a level of comprehension usually associated with junior and senior students and offered during the last two years of a four-year baccalaureate degree program.

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Competency-Based Education  
Coordinating Board for Higher Education  
April 27, 2016

### DESCRIPTION

The Coordinating Board for Higher Education has statutory responsibility to approve proposed new degree programs to be offered by the state; request the governing boards of all state-supported institutions of higher education; and collect the necessary information and develop comparable data for all institutions of higher education in the state. (RSMo 173.005(1)(8); RSMo 173.030(1)(2); 6 CSR 10-4.010; 6 CSR 10-6.020) The intent of this board item is to provide information regarding competency-based education programs in Missouri, and the review and approval of competency-based programs.

### Background

Competency-based programs are quickly growing as an alternative path toward a postsecondary degree. Competency-based programs allow students to earn college credit by demonstrating a mastery of competencies rather than the accrual of a certain amount of seat time, which is the conventional metric for calculating the credit hour. Competency-based education is considered to be a viable solution to many of the issues facing higher education, including producing more baccalaureate degrees at a lower cost.

The Missouri Department of Higher Education and the Missouri Community College Association was selected by the Council for Adult and Experiential Learning (CAEL) to collaborate on the Competency-Based Education Jumpstart Program. With funding from the Lumina Foundation, the Jumpstart Program provided special training and professional development to faculty and staff on competency-based education and helping them to work toward implementing programs. The work also included the development of new ways to assess student learning at the college level. The programs focused on adult and nontraditional students, including veterans, who have gained knowledge and skills through prior employment and military service. Students participating in MoHealthWINs and MoManufacturingWINs earn college credit through competency-based education and credit for prior learning programs, which offer low-cost training for high-demand health care and manufacturing industries.

Northwest Missouri State University recently submitted a new program proposal for a competency-based Master of Arts in Strategic Communication and Leadership for review this board cycle. Northwest is currently utilizing a Missouri Campus Collaborative grant from the Hawthorn Foundation to develop the graduate program and the general framework for competency-based programs of study. Competency-based education will be offered at the main campus, the Northland Innovation Center in Gladstone, and online. The primary audience for the proposed graduate program is mid-career professionals seeking to demonstrate competencies gained through years of gainful professional employment. The new graduate program, and

eventual undergraduate CBE-based programs, will help Northwest decrease the cost and time of completion for a college degree for many qualified students.

At this time, MDHE policy does not provide separate review criteria for competency-based programs that are outside of the policy framework for the review of academic programs and off-site program delivery. As such, competency-based programs will be reviewed using the same justifications as traditional programs: alignment with institutional mission, demonstrable need, duplication, program structure, and efficient use of resources. These programs will also be subject to the same timelines for submission (including public comment period), review, and initial provisional approval as other programs.

### **Conclusion**

The competency-based approach presents several implications for quality improvement by allowing students to move at their own pace, possibly shortening time to degree, and by providing a clear indication of what graduates know and are able to do. However, there are a number of questions that remain in terms of persistence, completion, and employer satisfaction that only time can answer.

### **STATUTORY REFERENCE**

RSMo 173.005.2(4); 6 CSR 10-4.010; 6 CSR 10-6.020. Statutory requirements regarding CBHE authority to approve academic programs and review and comment on independent institutions' programs.

### **RECOMMENDED ACTION**

Information item only.

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Proprietary School Certification Actions and Reviews  
Coordinating Board for Higher Education  
April 27, 2016

### **DESCRIPTION**

The Missouri Department of Higher Education's Proprietary School Certification Program provides oversight of certain types of Missouri-based and out-of-state private, postsecondary education providers. The intent of this board item is to provide an update on current issues regarding the Proprietary School Certification Program as well as a summary of recent program actions.

### **Recent Program Actions**

All program actions that have occurred since the February 4, 2016, Coordinating Board meeting are reported in the attachment to this item. The report includes information concerning anticipated actions on applications to establish new postsecondary education institutions, exemptions from the department's certification requirements and school closures.

### **STATUTORY REFERENCE**

Sections 173.600 through 173.619, RSMo, Regulation of Proprietary Schools.

### **RECOMMENDED ACTION**

This is an information item only.

### **ATTACHMENT(S)**

Attachment: Proprietary School Certification Program Actions and Reviews

**Coordinating Board for Higher Education  
Proprietary School Certification Program Actions and Reviews**

***Certificates of Approval Issued (Authorization for Instructional Delivery)***

EPEC Grooming School  
Kansas City, Missouri

This private, not-for-profit school will offer a non-degree program in animal grooming. The school's mission is to promote grooming excellence by focusing on teamwork, education, and professionalism. The school is not accredited.

Montessori Teacher Preparation of Kansas City  
Kansas City, Missouri

This private for-profit school will offer a non-degree program in Montessori teacher training. The mission of the school is to support educators as they transform themselves, their classrooms and school communities to better serve the children in their care. The school is not accredited.

***Certificates of Approval Issued (Authorization Only to Recruit Students in Missouri)***

None

***Exemptions Granted***

None

***Applications Pending Approval (Authorization for Instructional Delivery)***

Clement Truck Driving Academy  
Phillipsburg, Missouri

This private, for-profit institution seeks to offer a non-degree program in truck driver training. The mission of the school is to equip entry level drivers to enter the trucking industry. The school is not accredited.

Gear Monkey CDL Training  
Kansas City, Missouri

This private, for-profit institution seeks to offer a non-degree program in truck driver training. The mission of the school is to prepare students to successfully pass the commercial driver's license examination. The school is not accredited.

***Applications Pending Approval (Authorization Only to Recruit Students)***

None

***Schools Closed***

Baker University – St, Joseph  
St. Joseph, Missouri

Baker University in St. Joseph, Missouri was approved to offer associate, bachelor's, and masters programs in business. The school made the decision to cease operations at the St. Joseph location. Department staff monitored the closure process to ensure Missouri students were able to complete their programs of instruction and verified the appropriate storage of all student related records, as required by Missouri statutes.

National American University – Weldon Springs  
Weldon Springs, Missouri

National American University in Weldon Springs, Missouri was approved to offer certificate, associate, and bachelor's programs in allied health, information technology, business, and nursing. The school's owners made the decision to cease operations at the Weldon Springs location. Department staff monitored the closure process to ensure Missouri students are able to complete their programs of instruction and verified the appropriate storage of all student related records, as required by Missouri statutes.

***Certifications Denied***

On Line Training Center  
Ferguson, Missouri

The application for initial certification for this private, for-profit school was denied due to noncompliance with certification statutes and program regulations. Denial was based on lack of evidence to support financial stability and viability, the educational legitimacy of the proposed information technology and allied health programs, unresolved contractual issues regarding the education facilities and equipment, and lack of evidence to support qualifications of instructional faculty.

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Multi-State Collaborative on Military Credit  
Coordinating Board for Higher Education  
April 27, 2016

### **DESCRIPTION**

The Missouri Department of Higher Education has been a participating member of the MCMC since its inception four years ago. In May 2015, MDHE formed the Missouri Multi-State Collaborative on Military Credit Steering Committee as a way to better assist the needs of military service members or veterans in our state as well as address the goals and objectives of the Collaborative. The purpose of this agenda item is to provide a summary of recent work of the MO-MCMC.

### **Survey Summary**

The Multi-State Collaborative on Military Credit is a voluntary partnership of thirteen states whose aim is to identify policies and practices that will increase the timely completion of a quality postsecondary degree or credential by military service members or veterans. The Missouri Legislature also passed Senate Bill 106 in 2013, which directed the Coordinating Board for Higher Education to adopt a policy requiring all public institutions of higher education in the state to award appropriate educational credits to military servicemembers or veterans for prior military service, military education, or training. The Guidelines for Awarding Educational Credits for Military Training or Service policy was approved by the CBHE in December 2013.

At its June 2015 meeting, The MO-MCMC Steering Committee (see Attachment A) decided that one of its first steps would be to send out a survey to all public and independent institutions in the state. The survey would assess current institutional policies and practices that enable institutions to award academic credit for prior military service, education, or training. The purpose of this survey was to complete an environmental scan of current policies and practices in an effort to assist MDHE and the MO-MCMC achieve key project goals and objectives, share best practices, and assure compliance with CBHE policy.

MDHE staff worked with several representatives from the MO-MCMC steering committee to develop a comprehensive, mixed-method survey. Topics surveyed include: processes in place for prospective students, credit evaluation, evaluating and awarding credit, and determining course equivalency, as well as questions regarding the ACE Online Guide, and institutional feedback.

MDHE distributed the 35-question survey (see Attachment B) electronically in October 2015 to all 53 public and independent institutions (27 public institutions and 26 independent institutions). The survey was also sent to 9 independent professional schools. Sixteen public institutions completed the survey (59.2%), six independent institutions completed the survey (23%), and one professional independent school completed the survey (11%). Full survey results are provided in Attachment C.

## **Recommendations and Conclusions**

Based on the data collected, the majority of Missouri institutions have processes in place regarding outreach and support to service members or veterans, as well as processes in place for conducting credit evaluations and determining course equivalencies. A large majority of institutions have either a designated staff member or an on-campus veterans office dedicated to providing support, both academic and personal, to servicemembers or veterans. However, Missouri institutions should continue to improve upon existing communication efforts to military servicemembers or veterans so as to better inform them of the available benefits.

While the majority of institutions completing the survey mentioned that they have processes in place for credit evaluation and determining course equivalencies, many also expressed they do not have enough faculty or staff when evaluating military transcripts or determining course equivalencies. There were also concerns expressed by institutions regarding determining course equivalencies, including concerns that prior military service, training, or education is often too technical or vocational, or not able to match the depth of the program-specific courses. This often makes the service or training only eligible for transfer as elective credit. MDHE and the MO-MCMC should continue to work with institutions to provide training and support to faculty and staff so that they may award educational credits as appropriate and provide necessary assistance to servicemembers or veterans.

The survey also indicated many institutions have an institutional policy in place regarding awarding academic credit for prior military service, training, or education. This is especially important as the CBHE has been required by the state legislature to ensure that all Missouri public institutions have such a policy in place and that it be transparent and widely available to both current and prospective students. MDHE will need to continue communicating with institutions regarding this CBHE policy requirement, and will seek their guidance and input as this policy undergoes future revisions to reflect the most up-to-date practices related to awarding academic credit for military service, training, or education.

As MDHE and MO-MCMC continue working with the Collaborative on identifying best practices and policies that support the awarding of academic credit for prior military service, training, or education, it will be important to keep the results from this informative survey in mind. MDHE is dedicated to making the needs of this population a priority, and will work with Missouri public and independent institutions to secure a strong foundation for assisting service members or veterans in their educational and career aspirations.

## **STATUTORY REFERENCE**

Section 173.020(3), RSMo: Developing institutional coordination;

Section 173.1158.1, RSMo: Recognition of military service or training for college credit.

## **RECOMMENDED ACTION**

This is an information item only.

**ATTACHMENT(S)**

Attachment A: Missouri Multi-State Collaborative on Military Credit Steering Committee  
Roster

Attachment B: Military Credit Survey

Attachment C: Military Credit Survey Summary Report

Missouri Multi-State Collaborative on Military Credit Steering Committee

First	Last	Title	Institution	Contact Information
Jim	Craig	Professor, Department Chair of Military and Veteran Studies	University of Missouri - St. Louis	<a href="mailto:craigjr@umsl.edu">craigjr@umsl.edu</a>
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Tim	Casey	Dean	Wentworth Military Academy & College	<a href="mailto:tcasey@wma.edu">tcasey@wma.edu</a>
Tom	Robbins	Coordinator of Adult Education	Department of Elementary and Secondary Education	<a href="mailto:tom.robbins@dese.mo.gov">tom.robbins@dese.mo.gov</a>
Mike	Gavura	Assistant Director of Workforce Development	Department of Economic Development	<a href="mailto:mike.gavura@ded.mo.gov">mike.gavura@ded.mo.gov</a>
Bibi	Schultz	Education Administrator	Missouri State Board of Nursing	<a href="mailto:bibi.schultz@pr.mo.gov">bibi.schultz@pr.mo.gov</a>
Melissa	Wilding	Ombudsman	Missouri Veterans Commission	<a href="mailto:melissa.wilding@mvc.dps.mo.gov">melissa.wilding@mvc.dps.mo.gov</a>
Jon	Sabala	Veteran Services Director	Missouri Department of Mental Health	<a href="mailto:jon.sabala@dhm.mo.gov">jon.sabala@dhm.mo.gov</a>
Janet	Clanton	Associate Dean of Instruction	State Technical College of Missouri	<a href="mailto:janet.clanton@statetechmo.edu">janet.clanton@statetechmo.edu</a>
Mike	Callan	Associate Vice President for Military and Government Programs	Webster University	<a href="mailto:mikecallan@webster.edu">mikecallan@webster.edu</a>
Jennifer	Plemons	Research Associate for Academic Affairs	Missouri Department of Higher Education	<a href="mailto:jennifer.plemons@dhe.mo.gov">jennifer.plemons@dhe.mo.gov</a>
David	Newman	Joint Chief of Staff, Brigadier General	Missouri National Guard	<a href="mailto:david.w.newman6.mil@mail.mil">david.w.newman6.mil@mail.mil</a>
Larry	Crowder	Deputy to the Chief of the Joint Staff, Joint Force Headquarters	Missouri National Guard	<a href="mailto:larry.d.crowder6.mil@mail.mil">larry.d.crowder6.mil@mail.mil</a>
Marie	George	Chief Education Liaison Officer	VA Education Benefits office	<a href="mailto:marie.george@va.gov">marie.george@va.gov</a>
Robert (Bob)	Armbrust	Campus and Academic Director	University of Phoenix	<a href="mailto:robert.armbrust@phoenix.edu">robert.armbrust@phoenix.edu</a>
<i>Ex Officio Members</i>				
David	Russell	Commissioner	Missouri Department of Higher Education	<a href="mailto:david.russell@dhe.mo.gov">david.russell@dhe.mo.gov</a>
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Jeremy	Kintzel	Director of Data and Research Services	Missouri Department of Higher Education	<a href="mailto:jeremy.kintzel@dhe.mo.gov">jeremy.kintzel@dhe.mo.gov</a>
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## 2015 Military Credit Survey

October 2015

The Multi-State Collaborative on Military Credit (MCMC) is a voluntary partnership of thirteen states whose aim is to identify policies and practices that will increase the timely completion of a quality postsecondary degree or credential by military servicemembers and veterans. Working on behalf of the state of Missouri and its system of higher education, the Missouri Department of Higher Education (MDHE) has been a participating member of the MCMC since its inception three years ago.

The Missouri Legislature also recently passed Senate Bill 106 in 2013, which directed the Coordinating Board for Higher Education (CBHE) to adopt a policy requiring all public institutions of higher education to award appropriate educational credits to military servicemembers or veterans for prior military service or training. The Guidelines for Awarding Education Credits for Military Training or Service policy was approved by the CBHE in December 2013.

As part of our work to ensure compliance with the aforementioned CBHE policy, and to successfully achieve the goals of the MCMC, we are inquiring about your current military outreach and military credit policies and practices. Your answers to this survey will help us better understand current outreach efforts and practices regarding awarding college credits for prior military service or training at Missouri Institutions so that we may better serve our men and women in uniform. Your participation is very important, and is greatly appreciated.

**Please submit surveys electronically by 5:00 p.m. on November 13, 2015.**

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Please answer each question in this [fillable](#) form as fully as possible so we can have the best understanding of your institution's outreach efforts, and evaluation and awarding of academic credit for prior military service or training policies and practices.

**Please attach any additional documents to support or expand upon your answers as needed (e.g., Institution policy on evaluating and awarding academic credit for military service or training; materials, links, or handouts provided to students regarding their benefits and resources).**

## Process for Prospective Students

1. When a military servicemember or veteran contacts your institution to learn about how to earn college credits for his or her prior service, military education, or training in the military, who is the first point of contact or to whom would that student be referred? (Please provide the position or title of that person(s) and where they are located on your campus below)

Position/Title:

Campus Location:

Admissions

Financial Aid

Registrar

Academic Advisors

Veterans Affairs

Other (please specify)

2. Please explain in detail the type of advising that takes place during the first contact with the servicemember or veteran. (e.g., what information is given to the servicemember or veteran, explanation of the process for awarding college credit for prior military service, military education or training)

3. Does your institution have a specific office that is dedicated to service servicemembers or veterans in general? (e.g., Student Veteran Center)

Yes

No

*If yes, please provide the name of the office and what services are provided.*

4. Does your institution have a webpage containing policy information/information about awarding of academic credit for military service, military education, or training and course equivalences for students to reference?

- Yes     No

*If yes, please provide the URL.*

5. Does your institution ask potential students to self-identify as a servicemember or veteran on your application form?

- Yes     No

*If yes, please provide a copy of your admissions form.*

### Process for Credit Evaluation

6. When does the evaluation of previously earned credit occur at your institution?

- Prior to acceptance  
 After acceptance  
 Other (please specify)

7. Is the credit evaluation at your institution automatic, or does the student need to request the evaluation?

- Automatic  
 Student Request  
 Other (please specify)

8. What documents are needed and/or requested in order to evaluate prior military service, military education or training for credit? (please specify)

9. Apart from the necessary and/or requested documents, does your institution allow other methods of evaluation in awarding college credit for prior military service, military education, or training? (e.g., portfolio, institutional examinations, course-specific examinations designed by university faculty)

Yes       No

*If yes, please specify.*

10. Who processes the documents received for military servicemembers and veterans? (Please provide the position or title of that person(s) and where they are located on your campus below).

Position/Title:

Campus Location:

- |   |  |
|---|--|
| <input type="checkbox"/> Admissions             | <input type="checkbox"/> Financial Aid     |
| <input type="checkbox"/> Registrar              | <input type="checkbox"/> Academic Advisors |
| <input type="checkbox"/> Veterans Affairs       |  |
| <input type="checkbox"/> Other (please specify) |  |

11. Does your institution request a DD Form 214 from all military servicemembers or veterans for the purpose of evaluating prior military service or training for college credit?

Yes       No

*If yes, what information on a DD Form 214 is helpful to your institution in the evaluation of prior military service, military education, or training for college credit?*

12. In your opinion, does your institution have the capability to process military documents, such as adequate number of staff, training, etc?

Yes       No

*If no, please explain.*

13. Does your institution have a written policy on awarding educational credits for prior prior military service, military education, or training?

Yes       No

***If yes, please provide a copy of your institution's policy along with this survey or if it is available online, please provide the URL.***

**Process for Determining Course Equivalency**

14. Does your institution evaluate prior military service, military education, or training (including coursework) for course equivalencies, general electives, or both, and how are these credits transcribed on students' transcripts?

- Course
- equivalencies
- General electives
- Both

*Please explain how credits are transcribed on students' transcripts.*

15. If a course equivalent was identified, is the equivalency entered into your transfer articulation database so that the equivalency could be applied to other students with the same training, experience, or coursework?

- Yes       No

*If no, please explain.*

16. Who at your institution determines course equivalencies?

- Faculty  
 Staff  
 Both faculty and staff  
 Other (please specify)

17. Who decides when faculty needs to be involved in the course equivalency evaluation, and how is that determined? (please explain below, and also provide the title or position of the person(s))

18. Does your institution articulate all military credit or just credit that is applicable towards students' degree programs? (please explain below)

19. What are the challenges regarding your institutions process for determining course equivalencies for prior military service, military education, or training?

20. How would you improve the current process for determining course equivalences for military service, military education, or training?

**If staff are involved in the course equivalency evaluation, please answer the following questions.**

21. In what office is the staff responsible for course equivalency evaluations located on your campus?

Campus Location:

- |   |  |
|---|--|
| <input type="checkbox"/> Admissions             | <input type="checkbox"/> Financial Aid     |
| <input type="checkbox"/> Registrar              | <input type="checkbox"/> Academic Advisors |
| <input type="checkbox"/> Veterans Affairs       |  |
| <input type="checkbox"/> Other (please specify) |  |

22. How many staff members are involved in course equivalency evaluations at your institution?

23. How are staff evaluators informed and trained to prepare for the course equivalency evaluation? (e.g., campus-wide or individual training sessions, training manual, etc.)

24. On average, how long does the evaluation by staff take?

**If faculty are involved in the course equivalency evaluation, please answer the following questions.**

25. How many faculty members are involved in course equivalency evaluations at your institution?

26. How are faculty evaluators informed and trained to prepare for the course equivalency evaluation? (e.g., campus-wide or individual training sessions, training manual, etc.)

27. On average, how long does the evaluation process by faculty take?

### **ACE Guide Online and ACE Recommendations**

28. Does your institution use the online ACE Recommendations and Military Guide when evaluating course equivalences?

Yes       No

29. How does your institution use the ACE guide on course equivalency evaluation?

30. What type of information in the ACE Guide has been helpful in determining course equivalences?

31. What have been the biggest challenges in using the ACE guide to determine course equivalencies?

32. Does your institution use resources other than the ACE Recommendations and Military Guide?

Yes       No

*If yes, please provide a list of these other resources.*

**Process for Evaluating and Awarding Credit**

33. Does your institution charge students to have their prior military service, military education, or training evaluated for credit?

Yes       No

*If yes, under what scenario does the charge apply and how much is the charge?*

34. Does your institution charge students for awarded credit based on their prior military service, military education, or training?

Yes     No

*If yes, under what scenario does the charge apply and how much is the charge?*

**Institution Feedback**

35. How may the Missouri Department of Higher Education better assist institutions in terms of policies, procedures, and resources in relation to the evaluation and awarding of academic credit for prior military service, military education, or training?

**Contact Information**

Please provide below the contact information for the person who completed the survey. A representative from MDHE may contact him/her with any follow-up questions in the next few weeks.

Name:

Title:

Institution:

Email:

## Survey Submission Instructions

Please follow these steps to submit your survey:

1. Save your survey as a pdf file, using the following naming convention:  
“2015MilitaryCreditSurvey\_[InstitutionName]\_[YourLastName]”
2. Send the survey along with any supporting documents you deem necessary to Jennifer Plemons at [jennifer.plemons@dhe.mo.gov](mailto:jennifer.plemons@dhe.mo.gov).

## Questions/Comments

If you have any questions, comments, or concerns regarding this survey, please contact:

Jennifer Plemons  
Research Associate II for Academic  
Affairs [jennifer.plemons@dhe.mo.gov](mailto:jennifer.plemons@dhe.mo.gov)  
(573) 522 – 2385

## Thank you!

Thank you very much for your time and attention to this survey. Your support in providing this information will be invaluable to our work in identifying necessary policies and practices that will increase military servicemembers’ participation in and completion from Missouri postsecondary institution.

# Military Credit Survey Summary Report

Missouri Department of Higher Education

o April 2016 o



## Survey Background

The Multi-State Collaborative on Military Credit is a voluntary partnership of thirteen states whose aim is to identify policies and practices that will increase the timely completion of a quality postsecondary degree or credential by military servicemembers or veterans. The Missouri Department of Higher Education has been a participating member of the MCMC since its inception four years ago. In May 2015, the MDHE formed the Missouri Multi-State Collaborative on Military Credit Steering Committee as a way to better assist the needs of military servicemembers or veterans in our state as well as address the goals and objectives of the Collaborative.

The Missouri Legislature also passed Senate Bill 106 in 2013, which directed the Coordinating Board for Higher Education to adopt a policy requiring all public institutions of higher education in the state to award appropriate educational credits to military servicemembers or veterans for prior military service, military education, or training. The Guidelines for Awarding Educational Credits for Military Training or Service policy was approved by the CBHE in December 2013.

At its June 2015 meeting, The MO-MCMC Steering Committee decided that one of its first steps would be to send out a survey to all public and independent institutions in the state. The survey would assess current institutional policies and practices that enable institutions to award academic credit for prior military service, education, or training. The purpose of this survey was to complete an environmental scan of current policies and practices in an effort to assist the MDHE and the MO-MCMC achieve key project goals and objectives, share best practices, and assure compliance with CBHE policy.

MDHE staff worked with several representatives from the MO-MCMC steering committee to develop a comprehensive, mixed-method survey. Topics surveyed include: processes in place for prospective students, credit evaluation, evaluating and awarding credit, and determining course equivalency, as well as questions regarding the ACE Online Guide, and institutional feedback.

The MDHE distributed the 35-question survey electronically in October 2015 to all 53 public and independent institutions (27 public institutions and 26 independent institutions). The survey was also sent to 9 independent professional schools. Sixteen public institutions completed the survey (59.2%), six independent institutions completed the survey (23%), and one professional independent school completed the survey (11%). Full survey results are provided below.

## **Recommendations and Conclusions**

Based on the data collected, the MDHE can conclude that of the Missouri institutions that completed the survey, the majority have processes in place regarding outreach and support to servicemembers or veterans, as well as processes in place for conducting credit evaluations and determining course equivalencies. A large majority of institutions have either a designated staff member or on-campus veterans office dedicated to providing support, both academic and personal, to servicemembers or veterans. However, it is recommended that Missouri institutions continue to improve upon existing communication efforts to military servicemembers or veterans so as to better inform them of their benefits, be them educational or otherwise.

While the majority of institutions completing the survey mentioned that they have processes in place for credit evaluation and determining course equivalencies, many also expressed that they often do not have enough faculty or staff when evaluating military transcripts or determining course equivalencies. There were also concerns regarding determining course equivalencies expressed by institutions, including concerns that prior military service, training, or education is often too technical or vocational, or not able to meet the depth of the program-specific courses, thereby making the service or training only eligible for transfer as elective credit. It is recommended that the MDHE and the MO-MCMC continue to work with institutions to provide training and support to faculty and staff so that they may successfully recognize and award educational credits and provide necessary assistance to servicemembers or veterans.

The MDHE can also conclude that all public institutions responding to the survey currently have an institutional policy in place regarding awarding academic credit for prior military service, training, or education. This is especially important as the CBHE has been required by the state legislature to ensure that all Missouri public institutions have such a policy in place and that it be transparent and made widely available to both current and prospective students. The MDHE will need to continue communicating with institutions regarding this CBHE policy requirement, and will seek their guidance and input as this policy undergoes future revisions to reflect the most up-to-date practices related to awarding academic credit for military service, training, or education.

As the MDHE and MO-MCMC continue working with the Collaborative on identifying best practices and policies that support the awarding of academic credit for prior military service, training, or education, it will be important to keep the results from this informative survey in mind. The MDHE is dedicated to making the needs of this population a priority, and will work with Missouri public and independent institutions to secure a strong foundation for assisting servicemembers or veterans in their educational and career aspirations.

## Survey Results

### Process for Prospective Students

**1. When a military servicemember or veteran contacts your institution to learn about how to earn college credits for his or her prior service, military education, or training in the military, who is the first point of contact or to whom would that student be referred? (Please provide the position or title of that person(s) and where they are located on your campus below)**

First Point of Contact		
Registrar/Assistant Registrar	7	30.4%
Transfer Evaluation Specialist	4	17.4%
Veterans Services Specialist	4	17.4%
Enrollment Services Specialist	3	13%
Director of Admissions	2	8.7%
Other	3	13%

*Other responses include: student services coordinator; academic advisors; and “other”*

Campus Location		
Registrar	5	21.7%
Admissions	8	34.8%
Veterans Affairs	3	13%
Academic Advisors	0	0%
Financial Aid	1	4.3%
Other	6	26.1%

*Other responses include: Office of enrollment services; student services; student data center; registrar & financial aid; admissions, registrar, veterans affairs & academic advisors; and admissions & registrar*

**2. Please explain in detail the type of advising that takes place during the first contact with the servicemember or veteran. (e.g., what information is given to the servicemember or veteran, explanation of the process for awarding college credit for prior military service, military education or training)**

Institutions reported very similar responses to this question. The majority of institutions mentioned that they follow up with the prospective student and assist the student with any questions or concerns they may have. Also, the majority of institutions reported that they assist students with filling out necessary forms/documents for education benefits, as well as assist students with their application to the institution. Other responses include:

- Encourage students to meet with academic advisors or admissions counselors
- Inform student of what, if any, credit will be awarded once the student has obtained acceptance
- Request the student’s JST and conduct unofficial review
- Student completes veteran information sheet and meets with school certifying official

**3. Does your institution have a specific office that is dedicated to service servicemembers or veterans in general? (e.g., Student Veteran Center)**

Yes	12	52.2%
No	11	47.8%

**If yes, please provide the name of the office and what services are provided.**

Office Names:

- Student Veterans Center or Resource Center
- Office of Veteran Student Services
- Veterans Services, Veteran Incentive Program
- The Veterans Upward Bound Center
- Veteran Services Coordinator's Office
- Ousley Family Veterans Services Center
- Staff Positions
  - Admissions Military Liaison
  - Student Services Military Staff

Predominant Services Provided:

- Processing veteran paperwork
- Referrals to other community agencies
- Assisting in completing GI Bill, admissions, and financial applications
- Career or personal counseling
- Credit evaluation

**4. Does your institution have a webpage containing policy information/information about awarding of academic credit for military service, military education, or training and course equivalences for students to reference?**

Yes	15	65.3%
No	8	34.8%

**5. Does your institution ask potential students to self-identify as a servicemember or veteran on your application form?**

Yes	21	91.3%
No	2	8.7%

**Process for Credit Evaluation**

**6. When does the evaluation of previously earned credit occur at your institution?**

Prior to acceptance	3	13%
After acceptance	14	60.9%
Other	6	26%

*Other responses include: upon student request; prior to acceptance for students participating in undergraduate online curriculum; four institutions reported evaluating before and after acceptance*

**7. Is the credit evaluation at your institution automatic, or does the student need to request the evaluation?**

Automatic	16	69.6%
Student Request	5	21.8%
Other	2	8.7%

*Other responses include: credit is evaluated once the student is admitted to the program; automatically apply all elective credit and health credits, but specific credits need student request*

**8. What documents are needed and/or requested in order to evaluate prior military service, military education or training for credit? (please specify)**

The majority of institutions reported requesting official military transcripts, including: Joint Services Transcript (JST), Army/American Council on Education Registry Transcript System (AARTS), Sailor/marine American Council on Education Registry Transcript (SMART), DANTES, Community College of the Air Force (CCAF), DD-214, and all official transcripts from previously attended colleges or universities.

**9. Apart from the necessary and/or requested documents, does your institution allow other methods of evaluation in awarding college credit for prior military service, military education, or training? (e.g., portfolio, institutional examinations, course-specific examinations designed by university faculty)**

Yes	14	60.7%
No	9	39.1%

**If yes, please specify.**

Institutions reported using the following other methods:

- Departmental exams
- Standardized tests
- Apprenticeship training
- Industry credentials
- College level examination program (CLEP)
- Advanced placement tests
- Credit for prior learning through portfolio

**10. Who processes the documents received for military servicemembers and veterans? (Please provide the position or title of that person(s) and where they are located on your campus below).**

Registrar	11	47.8%
Admissions	3	13%
Veterans Affairs	2	8.7%

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Academic Advisors	0	0%
Financial Aid	2	8.7%
Other	5	21.7%

*Other responses include: office of enrollment services; admissions & veterans affairs; central office; student services center; and admissions & registrar*

**11. Does your institution request a DD Form 214 from all military servicemembers or veterans for the purpose of evaluating prior military service or training for college credit?**

Yes	8	34.8%
No	15	65.2%

**If yes, what information on a DD form 214 is helpful to your institution in the evaluation of prior military service, military education, or training for college credit?**

Institutions specified the following as helpful information on a DD-214:

- Military branch type
- Discharge type
- Time served
- Home of record at time of entry
- Mailing address for separation
- Bootcamp course completion
- Military occupational code
- Rank
- Service schools attended

**12. In your opinion, does your institution have the capability to process military documents, such as adequate number of staff, training, etc?**

Yes	19	82.7%
No	4	17.4%

**If no, explain.**

Two institutions reported that it would be helpful to have a military credit specialist at their institution that can assist with understanding the transitions between military training and education. One institution reported that they are a small college and unfortunately do not have the staff available to focus on military and veterans affairs issues.

**13. Does your institution have a written policy on awarding educational credits for prior prior military service, military education, or training?**

Yes	16	69.6%
No	7	30.4%

**Process for Determining Course Equivalency**

**14. Does your institution evaluate prior military service, military education, or training (including coursework) for course equivalencies, general electives, or both, and how are these credits transcribed on students' transcripts?**

Course equivalencies	1	4.3%
General electives	0	0%
Both	22	95.7%

**Please explain how credits are transcribed.**

The majority of institutions reported that prior military service, education, or training is transcribed the same as any other approved transfer credits at their institution. Other institutions reported credits being transcribed as follows:

- No grades are assigned to the transfer credit; instead it is coded in a certain way, with the code typically being found at the top of the student's transcript
- The ACE identifier is used for the course heading and course number
- The credit is listed by college or military branch at the top of the transcript with the applicable course information
- The credits appear on the transcript as "other non-course" with a total amount of credit awarded
- The courses are not listed individually on the transcript
- Upon review of ACE recommended credits, the institution transcribes up to 30 credits that are most applicable to the students degree plan
- Institution course numbers are used with a transfer school listed as military credit
- When the institution offers the same course as the JST or Community College of the Air Force, the student receives credit through the equivalent subject and course number, otherwise it is transcribed as general elective credit

**15. If a course equivalent was identified, is the equivalency entered into your transfer articulation database so that the equivalency could be applied to other students with the same training, experience, or coursework?**

Yes	15	65.3%
No	8	34.8%

**If no, please explain.**

Several institutions reported that their database requires a common credit hour and military credit often differs by numbers of credit hour ACE recommends. Other institutions reported that they either have a policy that requires students' experience be individually assessed, their database is not automatic, is cumbersome to utilize, or they do not currently have a database.

**16. Who at your institution determines course equivalencies?**

Faculty	1	4.3%
Staff	3	13%
Both faculty and staff	17	73.9%
Other	2	8.7%

*Other responses include: Registrar; and deans*

**17. Who decides when faculty needs to be involved in the course equivalency evaluation, and how is that determined? (please explain below, and also provide the title or position of the person(s))**

The following were listed under who decides to involve faculty in course equivalency evaluations:

- Admissions staff
- Registrar’s Office
- Student Services
- Transfer admissions evaluators
- Enrollment Services Specialist
- Team of veterans affairs, department chair of discipline in question, program coordinator, faculty, and district coordinator
- Advisor or academic department
- Student Data Center
- Academic Deans
- Department Chair or Provost
- Director of Records

**18. Does your institution articulate all military credit or just credit that is applicable towards students’ degree programs? (please explain below)**

Institution responses to this question varied quite a bit with some institutions reporting that all credits are articulated regardless of the specific degree, or are articulated up to a certain credit hour (49 credit hours, for example), and others reporting that the credit must be appropriate to the student’s curriculum and must be determined by the academic department or faculty to be equivalent to count toward a degree. Also, several institutions reported that they will not award credit if ACE does not recommend the credit, will limit the number of hours for elective credit (up to 9, for example), and will not award credit for basic training or from the military experience portion of the JST. Other institutions reported that it is often decided on a case-by-case basis.

**19. What are the challenges regarding your institutions process for determining course equivalencies for prior military service, military education, or training?**

Of the institutions reporting on the challenges they face in determining course equivalencies, there were no common responses. Institutions reported a myriad of challenges, all of which include:

- Too much training or experience comes in as elective credit; it’s a work in progress to make military credit more applicable to specific degree requirements

- Pre-requisites and detailed syllabi are often needed to determine equivalency
- Determining whether a course is considered too technical or vocational, and not eligible to transfer
- Deciphering the JST and identifying places where the veterans education overlaps with general education
- Often, veteran’s experiences do not match depth of course requirements
- The ACE recommendation and the credit hour of the institution rarely coincide
- The ACE website seems to vary from year to year, and is often very general
- Lack of consensus among faculty on whether training adequately meets learning outcomes
- Lack of training for staff and faculty
- Lack of sufficient descriptions of activities completed for college credit on the JST

**20. How would you improve the current process for determining course equivalences for military service, military education, or training?**

Institutions reported a variety of improvements that could improve the current process of determining course equivalencies. These include:

- Provide training on how to evaluate military credit for faculty from various academic departments
- Build a program for portfolio reviews, especially one that is focused on the institution and general education requirements
- Require that all branches of the military use ACE recommendations for their official transcripts
- A search engine on the ACE website where one can browse through an entire list of classes
- Create an official library or transparent database of courses that have been approved
- Form a military course evaluation committee to evaluate courses in programs of study where military training most often occurs
- More descriptive course descriptions and possibly syllabi for military training
- Have a military liaison position specifically dedicated to in-depth reviews of course equivalencies
- Form a statewide committee to standardize military credits

**If staff are involved in the course equivalency evaluation, please answer the following questions.**

**21. In what office is the staff responsible for course equivalency evaluations located on your campus?**

Campus Office		
Registrar	9	39.1%
Admissions	4	17.4%
Veterans Affairs	0	0%
Academic Advisors	0	0%
Financial Aid	0	0%
Other	10	43.5%

*Other responses include: Office of enrollment services; student data center; registrar & instructional deans; admissions, department chair, department coordinators, academic deans; veterans affairs & office of vice president of academic affairs; admissions & registrar (3); registrar, deans, & program chairs; and N/A*

**22. How many staff members are involved in course equivalency evaluations at your institution?**

Number of Staff Members		
12	1	4.3%
6 - 10	5	21.8%
1 - 5	16	69.6%
N/A	1	4.3%

**23. How are staff evaluators informed and trained to prepare for the course equivalency evaluation? (e.g., campus-wide or individual training sessions, training manual, etc.)**

The majority of institutions reported that staff evaluators undergo individual training. However, other responses include:

- Training manual/sessions
- Prior experience
- ACE webinars
- Training with other institutions
- Training with experienced staff members

**24. On average, how long does the evaluation by staff take?**

Time for evaluation		
1 month or more	1	4.3%
1-2 weeks	4	17.4%
3-5 business days	3	13%
1-3 business days	1	4.3%
1 hour or less	7	30.4%
Case-by-case basis	4	17.4%
N/A	3	13%

**If faculty are involved in the course equivalency evaluation, please answer the following questions.**

**25. How many faculty members are involved in course equivalency evaluations at your institution?**

Number of faculty members		
20-30	6	26.1%
10-20	2	8.7%
1-10	4	17.4%
Varies/consulted when needed	6	26.1%
N/A	5	21.7%

**26. How are faculty evaluators informed and trained to prepare for the course equivalency evaluation? (e.g., campus-wide or individual training sessions, training manual, etc.)**

The majority of institutions reported that faculty evaluators are involved in evaluations as necessary and on a case-by-case basis, and that they typically undergo individual training. However, other responses include:

- Training is left up to department heads
- Registrar’s office conducts training
- Course description and ACE recommendations
- ACE webinars

**27. On average, how long does the evaluation process by faculty take?**

Time for evaluation		
1 month or more	1	4.3%
1-2 weeks	5	21.7%
3-5 business days	2	8.7%
1-3 business days	1	4.3%
1 hour or less	2	8.7%
Case-by-case basis	4	17.4%
N/A	8	34.8%

**ACE Guide Online and ACE Recommendations**

**28. Does your institution use the online ACE Recommendations and Military Guide when evaluating course equivalences?**

Yes	15	65.2%
No	8	34.8%

**29. How does your institution use the ACE guide on course equivalency evaluation?**

Institutions reported a few ways that the ACE guide is used for course equivalency evaluation. Several institutions reported using the ACE guide to direct decisions on a course-by-course basis, or when additional information is needed when evaluating a course. Others reported that they use the guide (specifically course hours, level, department designation) to match recommendations to exact courses when and where possible, to establish the number of elective credits, and to determine what training pertains to a specific core of classes. One institution reporting that they do not use the ACE guide mentioned that they only use the recommendations on the student’s transcript.

**30. What type of information in the ACE Guide has been helpful in determining course equivalences?**

Institutions overwhelmingly reported credit recommendations as the most useful information from the ACE guide. Other helpful information reported includes:

- Learning outcomes
- Course descriptions
- Course scope/outcomes
- Recommendation of upper/lower division coursework
- History of course
- Location/total hours of training

**31. What have been the biggest challenges in using the ACE guide to determine course equivalencies?**

Challenges with the ACE guide reported by institutions include:

- Despite good course descriptions, it is often difficult to award specific course equivalencies
- In most cases, the ACE guide does not provide more than what is on the JST, or they do not match
- Course info varies based on the date the credit was earned
- Difficulty determining if learning outcomes are repeated among courses
- Course descriptions are often vague
- Pre-requisites and detailed syllabi are often needed to determine equivalency

**32. Does your institution use resources other than the ACE Recommendations and Military Guide?**

Yes	5	21.7%
No	18	78.3%

**If yes, please provide a list of these other resources.**

Other resources that were reported by institutions include:

- Transfer Evaluation System (TES)
- SMART
- JST
- Consultation with other institutions

**Process for Evaluating and Awarding Credit**

**33. Does your institution charge students to have their prior military service, military education, or training evaluated for credit?**

Yes	1	4.3%
No	22	95.7%

**If yes, under what scenario does the charge apply and how much is the charge?**

One institution reported that students are charged when an equivalency exam is used and that the charges for this vary.

**34. Does your institution charge students for awarded credit based on their prior military service, military education, or training?**

Yes	1	4.3%
No	22	95.7%

**If yes, under what scenario does the charge apply and how much is the charge?**

One institution reported that students are charged for credits awarded through the experiential credit for prior learning portfolio, and that the fee is considerably less than normal per credit hour tuition.

**Institution Feedback**

**35. How may the Missouri Department of Higher Education better assist institutions in terms of policies, procedures, and resources in relation to the evaluation and awarding of academic credit for prior military service, military education, or training?**

Of the institutions that provided feedback, the overwhelming suggestion was to provide training sessions for deans, registrars, faculty and staff on ACE evaluation, best practices, and how to best decipher the JST.

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Improving Teacher Quality Grant Update  
Coordinating Board for Higher Education  
April 27, 2016

### **DESCRIPTION**

Over the last 13 years the Missouri Department of Higher Education has received approximately \$1.1 million each year from Title II, Part A, of the No Child Left Behind Act to administer the Improving Teacher Quality Grant Program. MDHE in collaboration with the Department of Elementary and Secondary Education prepared and reviewed Requests for Proposals for subgrants. The subgrants were competitive, awarded annually and supported professional development projects conducted jointly by postsecondary institutions and high-need secondary schools in Missouri. The subgrants focused on professional development for K-12 teachers in mathematics and science. This item provides background information about the ITQG program, recent developments in the new Every Student Succeeds Act that impact ITQG, and a summary of recent awards.

### **Background**

The Improving Teacher Quality Grant Program was a part of the re-authorized Elementary and Secondary Education Act of 2002 (the No Child Left Behind Act). Originally the Dwight D. Eisenhower Mathematics and Science Education Grant of 1984 focused on Pk-12 education outcomes through teacher professional development in mathematics and science, but was discontinued when NCLB became law.

The Improving Teacher Quality Grant Program replaced the Eisenhower grants when they expired. Under NCLB the focus of the professional development was broadened beyond mathematics and science, however Missouri chose to keep the original focus. The first cycle of ITQG in Missouri began in February 2003 and has brought teacher and administrator professional development to high needs school districts for the last 14 years with a total of 14 overlapping one-and-a-half-year long cycles. With the signing of the Every Student Succeeds Act in December 2015 the Improving Teacher Quality Grant Program was discontinued, however funding will continue through December 31, 2017.

Missouri has used these funds to administer a competitive grant program for mandatory partnerships between high-need K-12 school districts and higher education institutions to provide professional development for teachers, administrators, paraprofessionals and pre-service teachers in core academic subjects. Partnerships were encouraged to extend to private K-12 schools,

charter schools, non-high needs school districts, as well as community organizations and businesses.

During the past 14 cycles, more than 100 projects have been offered in over 250 districts across Missouri. More than 2,000 Missouri teachers and administrators have participated in at least one of these projects, and these teachers have impacted over 140,000 students. Through the grant program participating teachers and administrators have received high-quality professional development opportunities that have increased their knowledge and skills in the areas of math, science, standards alignment, data system competencies, environmental education, literacy, integration of content, and assessment to inform instruction.

At present, the current cycle (C-13), is a year into its activities and C-14 is gearing up for its summer immersion workshops. Cycle 13 projects include two continuing multi-year projects and 3 new multi-year projects and Cycle 14 projects include four continuing projects.

Cycle 13 and Cycle 14 activities are focused on:

- State-level multi-collaborative option involving more than 3 institutions of higher education and integration of math, science, and literacy.
- Improving student achievement in targeted mathematics and science content areas and literacy especially in High Needs School Districts.
- Increasing and improving teachers' knowledge in key concepts in targeted math and/or science content areas
- Increasing and improving teachers' pedagogical practices that utilize scientifically-based research findings and best practices in science, math, and literacy.
- Improving the teachers' knowledge and skills in designing and implementing assessment tools and use of assessment data to inform their instruction
- Improving the preparation of pre-service teacher education through improvements in mathematics and /or science content and pedagogy courses
- External and internal evaluations utilizing both qualitative and quantitative data collection to gauge the effectiveness of the professional development activities
- Alignment of professional development project content with state and national standards (e.g. Missouri State Standards, Next Generation Science Standards)
- Administrator professional development in science and math content standards and approaches to teaching science and math integrated with literacy with the focus on how to support teachers using inquiry based pedagogy especially those new to applying inquiry-based pedagogy.

- Administrator professional development in evaluating science and math instruction that integrates literacy, technology, cross-disciplinary education, and/or best practices in math and science.

MDHE provides oversight of the grants, technical assistance throughout projects' award periods, workshops to prepare prospective project directors for proposal writing and external evaluation compliance, and a final cycle summit to disseminate information on the effectiveness of the projects both past and present.

### **Conclusion**

With the ending of the Improving Teacher Quality Grant Program at the closing of C-14, the opportunity arises for institutions of higher education across Missouri to continue working collaboratively and putting into action sustainability plans that were a part of every funded proposal. A final ITQG summit will be held in the fall of 2017. Each C-14 project will describe their sustainability plan and will share their successes and lessons learned. Also, the external evaluators will present their final evaluations of the projects and ITQG overall.

The Improving Teacher Quality Grant Program has benefitted many districts, teachers, administrators, and students with the expectation that progress once made would gain its own momentum and sustainability through continued collaboration among teachers, districts, and institutions of higher education on the local level.

### **STATUTORY REFERENCE**

Section 173.050(2), RSMo, Statutory requirements regarding the CBHE's authority to receive and expend federal funds for educational programs

Public Law 107-110, Title II of the Elementary and Secondary Education Act: No Child Left Behind Act of 2001.

### **RECOMMENDED ACTION**

This is an information item only.

### **ATTACHMENT(S)**

Attachment: Listing of Cycle 13 and Cycle 14 projects

### Cycle 13 Improving Teacher Quality Grant Program Recipients

<b>Institution</b>	<b>Title</b>	<b>Grade Levels</b>	<b>Focus</b>	<b>Years</b>	<b>Region</b>	<b>Project Director</b>
Missouri State University, West Plains	<i>Science and Technology for Elementary Educators: A Literacy, Engineering and Environmental Approach</i>	K-5	Science integrated with Literacy	1 of 3	South Central, Southwest, and Southeast Missouri	Dr. Alice A. (Jill) Black
Missouri State University	<i>Getting it W.R.I.T.E. (Writing, Reading, Inquiry, Technology &amp; Engagement) in Mathematics,</i>	8-12	Math Integrated with Literacy	1 of 3	Southwest and West Central Missouri	Dr. Diana Piccolo
Southeast Missouri State University	<i>Making Mathematics: Learning to Think and Apply</i>	K-6	Integrated Math & Science	3 of 3	Southeast Missouri	Rita Fisher
Missouri University of Science & Technology	<i>Science Education and Quantitative Literacy: An Inquiry-based Approach</i>	3-5	Math & Science Integrated with literacy	2 of 3	Northeast, Southeast, South Central, and Southwest Missouri	Dr. V.A. Samaranayake
University of Missouri, Columbia	<i>STEM-Based Literacy: A Statewide Initiative,</i>	7-12	Math and Science integrated with literacy	1 of 3	Northeast, Northwest, Central, East Central, West Central, & Southwest	Dr. Amy Lannin

**Cycle 14 Improving Teacher Quality Grant Program Recipients**

<b>Institution</b>	<b>Title</b>	<b>Grade Levels</b>	<b>Focus</b>	<b>Years</b>	<b>Region</b>	<b>Project Director</b>
Missouri State University - WP	<i>Science and Technology for Elementary Educators: A Literacy, Engineering and Environmental Approach</i>	K-5	Science integrated with Literacy	1 of 3	South Central, Southwest, and Southeast Missouri	Dr. Alice A. (Jill) Black
Missouri State University	<i>Getting it W.R.I.T.E. (Writing, Reading, Inquiry, Technology &amp; Engagement) in Mathematics,</i>	8-12	Math Integrated with Literacy	1 of 3	Southwest and West Central Missouri	Dr. Diana Piccolo
Missouri University of Science & Technology	<i>Science Education and Quantitative Literacy: An Inquiry-based Approach</i>	3-5	Math & Science Integrated with literacy	2 of 3	Northeast, Southeast, South Central, and Southwest Missouri	Dr. V.A. Samaranayake
University of Missouri - Columbia	<i>STEM-Based Literacy: A Statewide Initiative,</i>	7-12	Math and Science integrated with literacy	1 of 3	Northeast, Northwest, Central, East Central, West Central, & Southwest	Dr. Amy Lannin

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Committee on Transfer and Articulation Update  
Coordinating Board for Higher Education  
April 28, 2016

### DESCRIPTION

A primary responsibility of the Coordinating Board for Higher Education is to ensure efficient and effective transfer of students among Missouri institutions. The Committee on Transfer and Articulation, CBHE's standing advisory committee, works within the board's statutory authority to facilitate the transfer of students between institutions of higher education within the state. This board item provides a brief summary of the 2016 COTA Conference.

### 2016 Missouri Conference on Transfer and Articulation

The Missouri Conference on Transfer and Articulation, an annual statewide forum co-sponsored by the Coordinating Board and COTA to address transfer and articulation issues, was held February 19, 2016, in Jefferson City. In all, 173 registrants from all institutional sectors attended the conference. Attendance was down from the previous year by 15 percent. The attendees included transfer practitioners, advisors, institutional faculty and staff, chief executive and chief academic officers, and MDHE staff. A special training session for Missouri Reverse Transfer Coordinators was held on February 18, 2016, to focus on Phase III implementation of reaching back to former students and to address any concerns and questions of coordinators. COTA has responsibility for the oversight of Missouri Reverse Transfer, and it was feasible to offer the MRT training session the day before the COTA conference to save on travel for attendees across the state. More than 60 people attended the MRT training session.

Attendees for the main conference were welcomed by Michael Olsen, Assistant Director of Admissions, University of Central Missouri. Dr. David R. Russell gave the keynote address as his last speech before retiring as the Commissioner of the Department of Higher Education. Shelby Stanfield, Vice Provost and Registrar, University of Texas at Austin, and Dr. David Pelham, Managing Director of Reverse Transfer and Military Initiatives at National Student Clearing House, also presented at the conference regarding the national conversation on reverse transfer.

Conference attendees rated the overall quality of the conference high, and gave high marks to the breakout sessions offering updates on dual credit, Missouri Reverse Transfer and the national conversation, advising, and military credit transfer. New sessions on the Missouri Mathematics Pathways Initiative, Competency-Based Education, TruMACC program, transfer and articulation officers' roles, and the transfer credit policy work session were well received by attendees.

The 2016 Conference Evaluation Report with the full conference program is attached.

Conference presentations and links are available at  
<http://www.dhe.mo.gov/cota/cotaconference.php>

Coordinating Board for Higher Education  
April 27, 2016

The 2016 conference evaluation forms had a response rate of forty-five percent. Overall, the assessment of the conference was generally positive and included recommendations that COTA will consider in planning the 2017 conference.

### **Conclusion**

COTA's work over the next year will include organizing the annual conference on transfer and articulation, reviewing the current CBHE policy on Credit Transfer Guidelines, and overseeing the Missouri Reverse Transfer initiative. COTA is currently working to identify knowledgeable candidates to fill an opening for a four-year public institution representative and an opening for a proprietary institution representative due to retirements of two members. All members serve three-year, rotating terms. COTA seeks someone interested in fostering the seamless movement of students among Missouri institutions as efficiently as possible and who has the knowledge and working experience to provide advice and recommendations. Applications will be accepted until June 30, 2016. To apply or nominate someone for the COTA position, contact Amy Werner ([Amy.Werner@dhe.mo.gov](mailto:Amy.Werner@dhe.mo.gov)).

The Missouri Department of Higher Education would like to thank Melissa Hattman, Director of Community College Relations, University of Missouri-St. Louis, and Mark York, Former Associate Dean of Academic Affairs at the Art Institutes International-Kansas City, for their dedicated service to COTA. Melissa and Mark are retiring from their respected positions at their Universities.

### **STATUTORY REFERENCE**

Section 173.020(3) and 173.005.2(6), RSMo, Responsibilities of the Coordinating Board

### **RECOMMENDED ACTION**

This is an information item only.

### **ATTACHMENT(S)**

Attachment A: List of Current COTA Members

Attachment B: 2016 Missouri Transfer Conference Evaluation Report

Attachment C: 2016 COTA Conference Program

**COTA Membership, 2015-2016**

<b>NAME</b>	<b>TITLE</b>	<b>INSTITUTION</b>	<b>SECTOR</b>	<b>TERM ENDS</b>
Michael Olsen, Chair	Assistant Director of Admissions	University of Central Missouri	Four-year public	June 30, 2016
Seth Carruthers, Past Chair	Associate Registrar	Fontbonne University	Four-year private	June 30, 2016
Melissa Hattman, Treasurer	Director of Community College Relations	University of Missouri - St. Louis	Four-year public	June 30, 2016
Mark York, Secretary	Associate Dean of Academic Affairs	The Art Institutes International-Kansas City	Proprietary	June 30, 2017
Dixie Williams	Assistant Director of Admissions	Missouri Western State University	Four-year public	June 30, 2016
Gavin O'Connor	Special Assistant to the Provost	Ozarks Technical Community College	Two-year public	June 30, 2017
Dr. Kim Harvey	Senior Director Enrollment Management/Registrar	Jefferson College	Two-year public	June 30, 2017
Beverly Schenkel	Dean of Enrollment Management	Northwest Missouri State University	Four-year public	June 30, 2018
William "BJ" White	Transfer Services Manager	St. Charles Community College	Two-year public	June 30, 2018
Artie Fowler	MACC Kirksville Director	Moberly Area Community College	Two-year public	June 30, 2018
Dr. Lynette Nickleberry	Director of Academic Advising and Transfer Development	Stephens College	Four-year private	June 30, 2018
Krystal Lang	Assistant Director of Admissions for Transfer Recruitment	University of Missouri-St. Louis	At-large member	June 30, 2018
Leroy Wade	Interim Commissioner of Higher Education	Missouri Department of Higher Education	<i>ex officio</i>	
Amy Werner	Research Associate	Missouri Department of Higher Education	staff	



Missouri Department of Higher Education

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# Evaluation Summary

## Committee on Transfer and Articulation Transfer Conference

February 19, 2016: Main Conference Session

Released April 2016

A large, stylized graphic at the bottom of the page consists of several overlapping, angular shapes in shades of blue and teal, creating a sense of depth and movement. The year '2016' is prominently displayed in the center of this graphic.

2016

Content	Page
<b>Demography Summary</b>	4
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<b>2016 Missouri Transfer Conference—Evaluation and Feedback Form</b>	7

DRAFT

The Committee on Transfer and Articulation (COTA) is charged by the Coordinating Board for Higher Education to review and make recommendations on transfer issues, study and develop transfer guidelines for traditional and non-traditional credits, and review and recommend resolutions on cases of appeal from institutions or students.

The Missouri Transfer Conference is coordinated and planned by COTA, and has been held annually since 2007. The intent of the conference is to provide attendees with additional data about best transfer practices, persistent transfer problems, and useful resources. The conference also provides an excellent opportunity to network with colleagues from across the state on transfer/articulation issues and challenges of mutual concern.

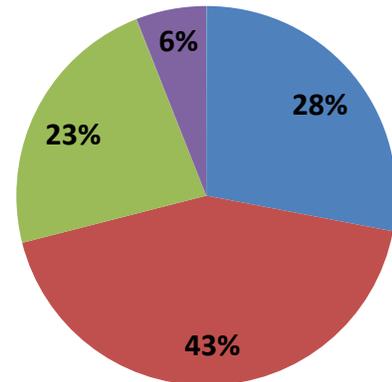
The 2016 conference theme was “You Ain’t Seen Nothin’ Yet...Transfer and Completion.” Dr. David Russell gave the opening conference welcome as his last speech before retiring as the Commissioner of the Department of Higher Education. Notable speakers, Dr. David Pelham, Managing Director of Reverse Transfer and Military Initiatives at the National Student Clearinghouse, and Shelby Stanfield, Vice Provost and Registrar, University of Texas at Austin, presented on the National Student Clearinghouse Reverse Transfer’s New Process at the conference. Additional conference sessions included presentations on the Multi-State Collaborative on Military Credit, the Missouri Mathematics Pathways Initiative, as well as sessions on advising, Competency Based Education, Dual Credit, the TruMACC project, and a work session on the Transfer Credit Policy. Presentations can be found online at <http://dhe.mo.gov/cota/cotaconference.php>.

## Demographic Summary

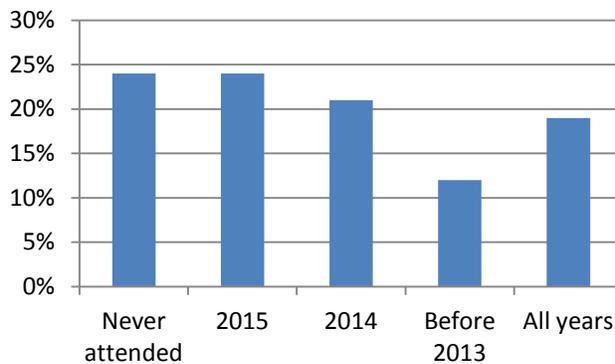
Evaluation Response Rate		
	2015	2016
Total attendees	204	173
Total evaluations	116	78
Response rate	57%	45%

## Attendance by Sector

Public 2 Public 4 Independent Other



## Previous years of attendance



## Overall Assessment of the 2016 Conference

Overall satisfaction with the conference remained consistently high.

Evaluation Questions Mean response, scale 1 (strongly disagree) to 10 (strongly agree)	2016 n=78	2015 n=116	2014 n=133	2013 n=106
Today's conference was helpful for increasing my understanding	8.2	8.4	8.3	8.1
The presentations and discussions addressed important issues surrounding transfer	8.4	8.5	8.6	8.3
Overall, I am satisfied with today's conference	8.3	8.5	8.4	8.3
I would recommend this conference to other transfer professionals	8.6	8.7	8.6	9.3
I am interested in participating in future conferences or events about transfer student issues	8.5	8.6	8.6	8.5

### Breakout Session Feedback

Assessment of breakout sessions was generally high, showing the highest attendance in sessions focusing on Advising, Transfer Credit Policy Work Session, and Dual Credit. Questions were measured on a mean scale of 1 (strongly disagree) to 10 (strongly agree).

1. *This conference session was helpful for increasing my understanding of a specific transfer issue or practice*
2. *This topic was relevant to my transfer practice*
3. *The presenter was knowledgeable about the topic presented*
4. *Overall, I am satisfied with this session.*

Session Title		n	Q1	Q2	Q3	Q4	Ave
<b>Session 1</b>	Transfer 101	26	8.5	8.8	9.6	9.0	<b>9.0</b>
	NSC Reverse Transfer's New Process	21	8.2	8.3	9.2	8.6	<b>8.6</b>
	The Multi-State Collaborative on Military Credit	21	8.1	8.5	9.3	8.7	<b>8.6</b>
	Transfer and Articulation Officers' Roles	11	7.0	7.5	7.9	7.1	<b>7.4</b>
<b>Session 2</b>	The Missouri Mathematics Pathways Initiative	13	9.2	9.1	9.8	9.3	<b>9.3</b>
	Advising Through the Transfer Process	42	7.0	7.6	8.4	7.6	<b>7.6</b>
	Competency-Based Education	22	8.1	7.1	8.5	8.0	<b>7.9</b>
<b>Session 3</b>	Dual Credit Policy Update	24	8.2	7.8	9.0	8.3	<b>8.3</b>
	TruMACC	20	8.4	7.6	9.3	8.8	<b>8.5</b>
	Transfer Credit Policy: Work Session	31	8.4	9.0	9.2	8.7	<b>8.8</b>
Averages for Questions			<b>8.1</b>	<b>8.1</b>	<b>9</b>	<b>8.4</b>	

## 2016 Written Conference Feedback Summary

Generally, participants at this year's conference reported positively, although there were critiques of specific aspects of the conference. Written feedback was based on three questions, which are provided below with a listing of responses appearing most frequently.

### Question 1: "What aspects of today's conference did you find most helpful?"

A majority of participants stated they were especially appreciative of the opportunity to network with colleagues facing similar issues, along with a venue offering insight on relevant and interesting topics.

- Opportunity to network (25% of evaluations said networking was the best part of the conference)
- Presentation topics were relevant and interesting with practical information
- The Hot Topic Mini Sessions after lunch (Articulation Questions, Non-Traditional Students, International Students, and Missouri Reverse Transfer Update)
- The questions and sharing in each session...very helpful to hear perspectives from other institutions

### Question 2: "What suggestions do you have to improve future conferences?"

- Allow for wider variance of programs
- Focus on behaviors, not just philosophies
- Get into more specifics in sessions...discuss how academic professionals can reach specific goals

### Question 3: "What are transfer issues on the horizon that could be effectively addressed at a future conference?"

Along with recommendations appearing in Question 2 above, respondents identified a wide range of issues they would like to see addressed at future conferences, along with several requests to continue working on current issues.

- Alignment of general education requirements between 2 & 4 years
- Non-traditional students
- Multicultural and International Students
- More panel sessions
- 42 hour block
- Transfer shock
- Technology in transfer

Appendix B



**2016 COTA Conference on Transfer and Articulation  
“You Ain’t Seen Nothin’ Yet”**

**Evaluation and Feedback Form**

**Help us make future conferences even better!**

Thank you so much for your attendance and participation in the 2016 COTA Conference on Transfer and Articulation. Your feedback is an essential tool that we use to improve future conferences and better serve Missouri transfer professionals. Please take a few moments to tell us what we did well and how we can improve!

**Demographic Information**

Institutional Sector (circle one):	Proprietary	Public 2-year	Independent 2-year	Public 4-year	Independent 4-year
Position Area (circle all that apply):	Faculty	Administration: Student Affairs      Academic Affairs		Unit/Department: (e.g. Transfer Svcs.)	Other: _____
Previous COTA Conference Attendance (circle all that apply):	Never Attended	Attended before 2013	Attended 2014 conference	Attended 2015 conference	

**Overall Conference Evaluation  
(individual session evaluation on reverse)**

<i>Please rate how much you agree or disagree with each statement.</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Some-what Disagree</i>	<i>Some-what Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>				
<i>Today’s conference was helpful for increasing my understanding of transfer issues and practices</i>	1	2	3	4	5	6	7	8	9	10
<i>The presentations and discussions addressed important issues surrounding transfer</i>	1	2	3	4	5	6	7	8	9	10
<i>Overall, I am satisfied with today’s conference</i>	1	2	3	4	5	6	7	8	9	10
<i>I would recommend this conference to other transfer professionals</i>	1	2	3	4	5	6	7	8	9	10
<i>I am interested in participating in future conferences or events about transfer student issues</i>	1	2	3	4	5	6	7	8	9	10

**What aspects of today’s conference did you find most helpful?**

**What suggestions do you have to improve future conferences?**

**What are transfer issues on the horizon that could be effectively addressed at a future conference?**

## Appendix B

### Individual Session Evaluations

**Session Number:** \_\_\_\_\_ **Title or Topic:** \_\_\_\_\_

Please rate how much you agree or disagree with each statement.	Strongly Disagree	Disagree			Some-what Disagree		Some-what Agree		Agree	Strongly Agree
<i>This conference session was helpful for increasing my understanding of a specific transfer issue or practice</i>	1	2	3	4	5	6	7	8	9	10
<i>This topic is relevant to my transfer practice</i>	1	2	3	4	5	6	7	8	9	10
<i>The presenter was knowledgeable about the topic presented</i>	1	2	3	4	5	6	7	8	9	10
<i>Overall, I am satisfied with this session</i>	1	2	3	4	5	6	7	8	9	10
Other comments or feedback regarding this session:										

**Session Number:** \_\_\_\_\_ **Title or Topic:** \_\_\_\_\_

Please rate how much you agree or disagree with each statement.	Strongly Disagree	Disagree			Some-what Disagree		Some-what Agree		Agree	Strongly Agree
<i>This conference session was helpful for increasing my understanding of a specific transfer issue or practice</i>	1	2	3	4	5	6	7	8	9	10
<i>This topic is relevant to my transfer practice</i>	1	2	3	4	5	6	7	8	9	10
<i>The presenter was knowledgeable about the topic presented</i>	1	2	3	4	5	6	7	8	9	10
<i>Overall, I am satisfied with this session</i>	1	2	3	4	5	6	7	8	9	10
Other comments or feedback regarding this session:										

**Session Number:** \_\_\_\_\_ **Title or Topic:** \_\_\_\_\_

Please rate how much you agree or disagree with each statement.	Strongly Disagree	Disagree			Some-what Disagree		Some-what Agree		Agree	Strongly Agree
<i>This conference session was helpful for increasing my understanding of a specific transfer issue or practice</i>	1	2	3	4	5	6	7	8	9	10
<i>This topic is relevant to my transfer practice</i>	1	2	3	4	5	6	7	8	9	10
<i>The presenter was knowledgeable about the topic presented</i>	1	2	3	4	5	6	7	8	9	10
<i>Overall, I am satisfied with this session</i>	1	2	3	4	5	6	7	8	9	10
Other comments or feedback regarding this session										



The Missouri Department of Higher Education presents

*You Ain't Seen Nothin' Yet...  
Transfer and Completion*

**Committee on Transfer and Articulation Conference**

**February 19, 2016**

**Capitol Plaza Hotel • Jefferson City, Mo.**



**8:30 a.m.**  
**Registration and Continental Breakfast**  
**Hotel Lobby**

---

**9 a.m.**  
**Welcome**  
**Missouri Capitol Ballroom**

Michael Olsen, *Chair, COTA, Assistant Director of Admissions, University of Central Missouri*  
David R. Russell, Ph.D., *Commissioner, Missouri Department of Higher Education*  
Rusty Monhollon, Ph.D., *Assistant Commissioner, Missouri Department of Higher Education*

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**9:30 a.m.–10:40 a.m.**  
**Session One Breakouts**

**National Student Clearinghouse Reverse Transfer's New Process: A Better Way to Share Data • Lincoln Room**

Come learn about the "next thing" in reverse transfer. The National Student Clearinghouse announced the general release of a new reverse transfer service in July 2015. Unlike the current "MRT Drop Box" method used in Missouri, this new National Student Clearinghouse process leverages sending files similar to those submitted for enrollment and degree certification, which simplifies the process and enables students to earn associate degrees reverse transferred across state lines.

**Presenters**  
Dave Pelham, Ed.D. *Vice President of Higher Education Development and Client Relations, National Student Clearinghouse*  
Shelby Stanfield, *Vice Provost and Registrar, University of Texas in Austin*  
Brenda Selman, *Student Information Systems Representative, University of Missouri*

**Moderator**  
Amy Werner, *Research Associate, Academic Affairs, Missouri Department of Higher Education*

**Transfer 101 • Jefferson A Room**

Transfer 101 is a workshop designed to take a higher education professional from the simplest steps of transfer student recruitment to more complex procedures and policies related to transfer student success on your campus. Through this presentation and dialogue we will help attendees identify transfer students' needs, communication plans, recruitment ideas, enrollment data use, transfer policies and transfer student retention initiatives.

**Presenter**  
Dixie Williams, *Assistant Director of Admissions, Missouri State University*

**Moderators**  
Artie Fowler, *Director, Moberly Area Community College, Kirksville Higher Education Center,*  
Jim Sears *Northeast Technical Center*

**The Multi-State Collaborative on Military Credit • Jefferson BC Room**

The Multi-State Collaborative on Military Credit (MCMC) is a voluntary partnership of thirteen states whose aim is to put veterans on an accelerated path towards a postsecondary credential and subsequent successful career. Since 2013, member states have worked in earnest to identify policies and best practices that will increase veterans' participation in and completion from postsecondary institutions, most often by allowing these individuals to receive academic credit for prior military experience, training, or coursework. This presentation will provide an overview of the MCMC and the Missouri Department of Higher Education's participation in the collaborative. It will also include a discussion of recent survey results on military credit policies and practices at Missouri institutions, as well as best practices related to awarding credit for prior military experience, training, or coursework.

**Presenters**  
Jennifer Plemons, *Research Associate, Academic Affairs, Missouri Department of Higher Education*  
Jim Craig, *Professor and Department Chair, Military and Veterans Studies, University of Missouri–St. Louis*

**Moderator**  
Kim Harvey, Ph.D., *Senior Director of Enrollment Management/Registrar, Jefferson College*

**Transfer and Articulation Officers' Roles and Responsibilities • Carnegies Room**

This presentation will highlight the role of the transfer and articulation officer (TAO) on each campus in Missouri and invite the TAOs to discuss how the COTA can better support the efforts of the TAOs. This presentation is meant for all parties interested in learning more about the COTA-recommended guidelines for this position and to discuss how each campus has adapted these guidelines to fit their own needs.

**Presenter**  
Seth Carruthers, *Associate Registrar, Fontbonne University*

**Moderator**  
Michael Olsen, *Assistant Director of Admissions, University of Central Missouri*

**10:40 a.m.–10:50 a.m.**  
**Break**

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**10:55 a.m.–12 p.m.**  
**Session Two Breakouts**

**The Missouri Mathematics Pathways Initiative • Lincoln Room**

This session will provide an overview of the mathematics pathways project that began in September 2014 and the work the department and the Mathematics Pathways Task Force has completed thus far. Missouri was one of six states chosen for the Mathematics Pathways Project by Complete College America, in collaboration with the Charles A. Dana Center.

**Presenters**

**Rusty Monhollon, Ph.D.**, Assistant Commissioner, Missouri Department of Higher Education  
**Mary Shepherd, Ph.D.**, Professor of Mathematics, Northwest Missouri State University

**Moderator**

**Krystal Lang**, Assistant Director of Admissions for Transfer Recruitment, University of Missouri–St. Louis

**Advising Through the Transfer Process • Jefferson A Room**

This presentation will focus on academic advising issues related to transfer students moving specifically from two-year to four-year institutions. A brief review of advising best practices and scholarly research will be delivered, followed by an audience discussion of problems and solutions.

**Presenters**

**Lynette Nickleberry, Ph.D.**, Director of Academic Advising and Transfer Development, Stephens College

**Moderator**

**William “B.J.” White**, Transfer Services Manager, St. Charles Community College

**Competency-Based Education • Jefferson BC Room**

This presentation will provide an overview of competency-based education, including research compiled by Jefferson College as part of Round IV of the Trade Adjustment Assistance Community College and Career Training Grants Program grant. Research includes literature reviews, presentations by other community colleges and universities, and conversations with the campus community. It focuses on the curriculum, student services, information technology, accreditation processes, financial viability, and sustainability of competency-based education.

**Presenters**

**Kim Harvey, Ph.D.**, Senior Director of Enrollment Management/Registrar, Jefferson College  
**Kenny Wilson**, Division Chair of Health Occupation Programs, Jefferson College

**Moderator**

**Mark York, Ph.D.**, Associate Dean of Academic Affairs, The Art Institutes International–Kansas City

**12 p.m.–12:45 p.m.**

**Lunch**

**Missouri Capitol Ballroom**

**12:50 p.m.–1:20 p.m.**  
**Hot Topics**

**Articulation Questions • Lincoln Room**

**Presenter**

**Gavin O’Connor**, Special Assistant to the Provost, Ozarks Technical Community College

**Non-Traditional Students • Jefferson A Room**

**Presenter**

**Michael Olsen**, Assistant Director of Admissions, University of Central Missouri

**International Students • Jefferson BC Room**

**Presenters**

**Daniel Doerr**, Senior Student Service Coordinator, International Studies and Programs, University of Missouri–St. Louis  
**Bev Schenkel**, Dean of Enrollment Management, Northwest Missouri State University

**MRT update and Phase III • Carnegies Room**

**Presenter**

**Dixie Williams**, Assistant Director of Admissions, Missouri State University

**1:30 p.m.–2:40 p.m.**  
**Session Three Breakouts**

**Dual Credit Policy Update • Lincoln Room**

This presentation is an update on Missouri’s Dual Credit Policy: an inside look on the revision process. The presentation will cover the final revision and how it differs from the previous policy. The presentation will also cover the new Early College Advisory Board, their charge and what they have completed up through January 2016.

**Presenter**

**Rusty Monhollon, Ph.D.**, Assistant Commissioner, Missouri Department of Higher Education

**Moderator**

**Melissa Hattman**, Director of Community College Relations, University of Missouri–St. Louis

**TruMACC: Working Together for Degree Completion • Jefferson A Room**

Join in an exciting session to see how professionals from Moberly Area Community College and Truman State University worked together to provide students the opportunity to ease into a four-year experience. Learn details about using A+ benefits, housing students on the four-year campus, providing advising opportunities and more. A fun and interactive program.

**Presenters**

**Artie Fowler**, Director, Moberly Area Community College, Kirksville Higher Education Center, Jim Sears Northeast Technical Center

**Maggie Herron**, Registrar, Truman State University

**Moderator**

**Dixie Williams**, Assistant Director of Admissions, Missouri State University

**Transfer Credit Guidelines • Jefferson BC Room**

This presentation is a work session designed to develop new ideas for the reworking of the Transfer Credit Guidelines. Join members of the Council on Transfer and Articulation's Policy work group to discuss this important initiative in a group setting. The current Transfer Credit Guidelines can be reviewed at [dhe.mo.gov/files/policies/credittransfer.pdf](http://dhe.mo.gov/files/policies/credittransfer.pdf). The Transfer Credit Guidelines work group welcomes recommendations and suggestions during the session to revamp the Transfer Credit Guidelines.

**Presenters**

**Mark York, Ph.D.**, Associate Dean of Academic Affairs, The Art Institutes International–Kansas City

**Krystal Lang**, Assistant Director of Admissions for Transfer Recruitment, University of Missouri–St. Louis

**Amy Werner**, Research Associate, Missouri Department of Higher Education

**Lynette Nickleberry, Ph.D.**, Director of Academic Advising and Transfer Development, Stephens College

**William "B.J." White**, Transfer Services Manager, St. Charles Community College

**Moderator**

**Amy Werner**, Research Associate, Missouri Department of Higher Education

**2:45 p.m.–3 p.m.**  
**Conference wrap up**  
**Missouri Capitol Ballroom**

- Report on Hot Topics
- Conference Evaluation Collection
- Attendance Prizes
- Closing Remarks

**Speakers**



**David R. Russell, Ph.D.**  
**Commissioner of Higher Education**

David R. Russell became commissioner of higher education for the state of Missouri in July 2010, following a 19-year career with the University of Missouri System, where he served as

director of university relations, senior associate vice president and chief of staff.

Under Russell's direction, the Department of Higher Education has adopted policies and initiatives in the areas of student retention, time-to-degree and degree completion that have raised the national profile of Missouri higher education. He has focused state resources on such goals as eliminating barriers to college completion for Missouri's students, making a college education attainable and affordable. He also has challenged the state's colleges and universities to work closely with public school districts to create seamless transitions from high school to postsecondary education that will ultimately contribute to student success.

Prior to his tenure at the University of Missouri, Russell served in the United States Army as a commissioned officer, retiring in 1991 as a lieutenant colonel after a 22-year career.



**W. David Pelham, Ed.D.**  
**Director for Reverse Transfer and Military Initiatives, National Student Clearinghouse**

Dave Pelham is the managing director for Reverse Transfer and Military Initiatives at the National Student Clearinghouse. He has more

than 30 years of experience in several states and the Middle East.

Pelham joined the National Student Clearinghouse in 2012, leading the organizational unit that focuses on maintaining high levels of service to higher education institutions and with developing new services to

meet the changing needs and challenges of these institutions. In 2015 Pelham's focus in the company narrowed to managing reverse transfer and military initiatives.

Throughout his career, Pelham has served in several leadership positions. He served on the governing body for the National Debate Tournament, as a college vice president when he chaired the South Carolina Technical College chief instructional officers and as a college president when he served on the CEO Board of the California Community Colleges. He was a member of the steering committee for the first doctoral program offered in the California State University System and served as the founding chair of the Northern California Rural Community College Association.



**V. Shelby Stanfield**  
**Vice Provost and University Registrar, University of Texas at Austin**

Shelby Stanfield has served his alma mater, University of Texas at Austin, for the past 27 years. He is a member of the executive vice president and provost's office executive team

and oversees the Office of the Registrar. Stanfield has had a wide professional portfolio that includes experience working with the offices of the bursar, admissions, student financial services, information systems and technology and registrar.

He was part of the technical team for the UT Austin SPEEDE (Standardization of Postsecondary Education Electronic Data Exchange) Server which was developed and managed by the Office of the Registrar at the University of Texas at Austin from the fall of 1996 until 2013 when the server was transferred to the National Student Clearinghouse. During that time, the UT SPEEDE Server supported the electronic exchange of more than 34 million educational documents nationally using industry-based national standards.

Stanfield serves as a member of the board of directors for the Foreign Credential Services of America and chair of the National Student Clearinghouse Advisory Committee.



**Missouri Department of Higher Education**

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## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Update on State Authorization Reciprocity Agreements  
Coordinating Board for Higher Education  
April 27, 2016

### **DESCRIPTION**

The State Authorization Reciprocity Agreement is the product of a nationwide effort to create a system of reciprocity among state regulatory agencies for the delivery of distance education. This item is intended to update the Coordinating Board concerning this initiative.

### **Background**

The fundamental goal of SARA is to provide a national solution to barriers created by states having different regulations regarding oversight of distance education institutions and programs. These regulations resulted in varying levels of student protection and quality assurance. Representatives from the Council of State Governments, the Presidents' Forum, the Commission on the Regulation of Postsecondary Distance Education and the four regional compact organizations worked together to establish the National Council for State Authorization Reciprocity Agreements. The purpose of NC-SARA is to ensure the SARA initiative offers a national solution rather than separate regional solutions.

### **SARA Nationally**

Nationally, the SARA initiative has seen exceptional success in participation by states and institutions. At the end of March 2016, 36 states have been approved through NC-SARA. Most other states have had legislation passed in their state or legislation introduced to join SARA. At present, more than 800 higher education institutions are approved to participate by their home state.

### **SARA in the Midwest Region**

The Midwestern Higher Education Compact is the regional compact in which Missouri participates. MHEC staff have assisted member states and institutions with negotiating the application process. With the exception of Wisconsin, all of the MHEC member states have been approved to participate in SARA.

### **SARA in Missouri**

The MDHE staff began processing institutional applications to participate in SARA in January of 2015. As of the printing of this board item, 52 institutions, including public, independents and proprietary, have been approved. The department continues to receive and process applications from institutions. As SARA approval is annual, MDHE staff began processing renewal applications at the beginning of 2016. Several institutions are in the second year of SARA participation while reporting successful results.

**STATUTORY REFERENCE**

Chapter 173.030, RSMo,

**RECOMMENDED ACTION**

This is an information item only.

**ATTACHMENT(S)**

Attachment: List of Current Missouri SARA Members

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## Missouri SARA Approved Institutions

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### Public

Crowder College

Jefferson College

Lincoln University

Metropolitan Community College

Mineral Area College

Missouri Southern State University

Missouri State University

Missouri State University-West Plains

Missouri University of Science and Technology

Missouri Western State University

Moberly Area Community College

North Central Missouri College

Northwest Missouri State University

Southeast MO State University

State Fair Community College

Truman State University

University of Central Missouri

University of Missouri-Columbia

University of Missouri-St. Louis

### Independent

A.T. Still University of Health Sciences

Avila University

Central Methodist University

Columbia College

Cox College

Fontbonne University

Goldfarb School of Nursing at Barnes-Jewish College

Hannibal-LaGrange University

Kansas City University of Medicine and Biosciences

Lindenwood University

Logan University

Maryville University

Missouri Baptist University

Park University

Ranken Technical College

Rockhurst University

Stephens College

Saint Louis University

St. Louis College of Pharmacy

Saint Luke's College of Health Sciences

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**Washington University**

**Webster University**

**Westminster College**

**William Jewell College**

**William Woods University**

**Proprietary**

**American Business and Technology University**

**City Vision College**

**Concorde Career College**

**Pinnacle Career Institute**

**Other**

**Calvary Bible College and Theological Seminary**

**Concordia Seminary**

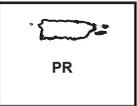
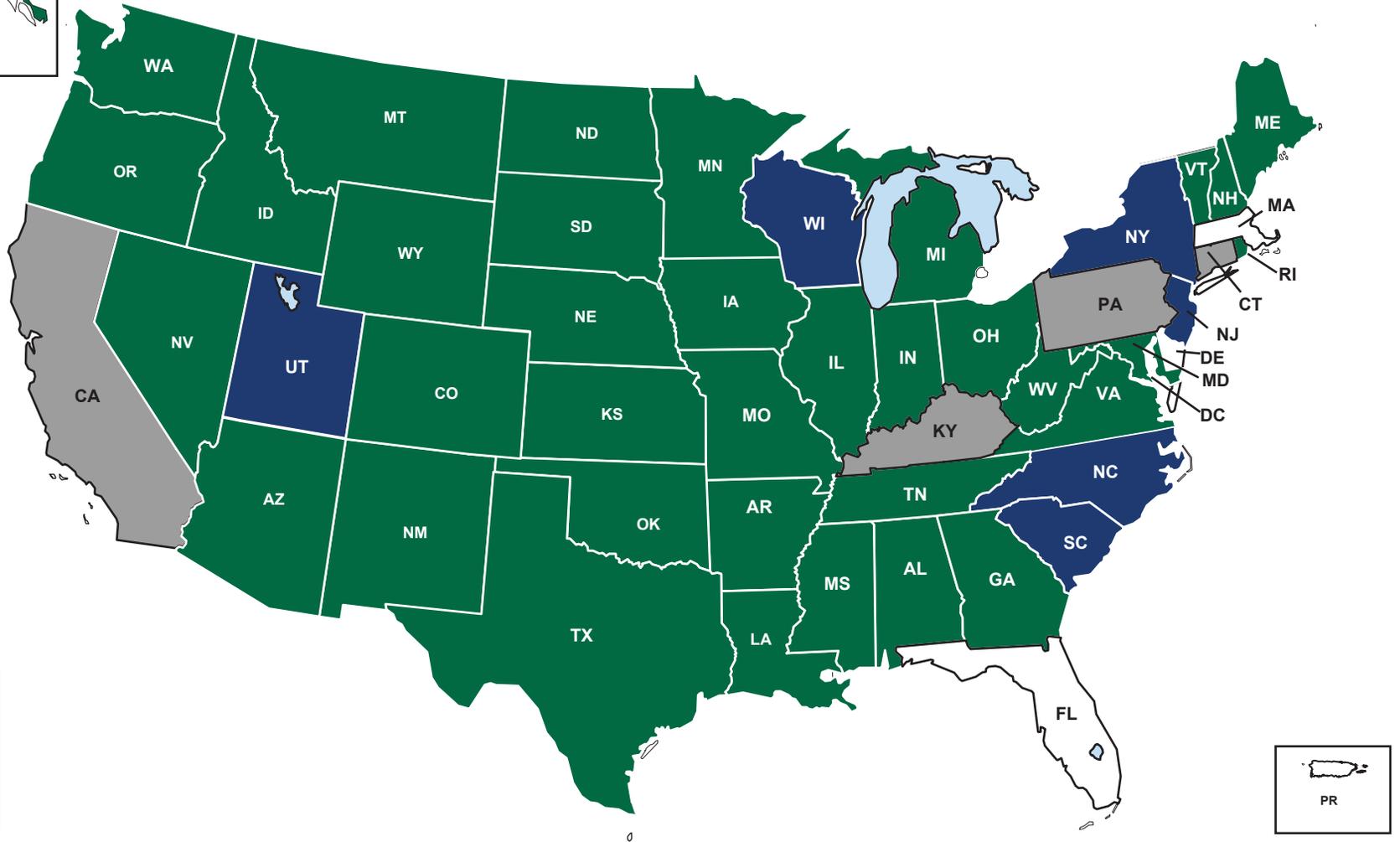
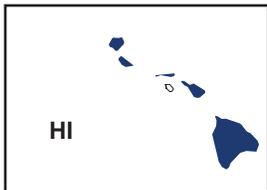
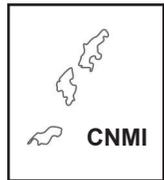
**Global University**

**Midwestern Baptist Theological Seminary**

**Ozark Christian College**

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# SARA and the States



-  Approved as SARA state
-  Legislation Passed or n/a
-  Legislation Introduced

As of March 24, 2016

## AGENDA ITEM SUMMARY

### AGENDA ITEM

High School Graduates Performance Report  
Coordinating Board for Higher Education  
April 27, 2016

### DESCRIPTION

The Coordinating Board for Higher Education provides an annual report to the State Board of Education detailing the preparation, persistence, and completion rates of public high school graduates who enroll at Missouri's public two- and four-year postsecondary institutions. The intent of this board item is to provide a summary of the Missouri High School Graduates Performance Report for the public high school graduating classes of 2015 (Enrollment and Preparation), 2014 (Performance and Retention) and 2009 (Degree Completion).

### Background

The Missouri High School Graduates Performance Report tracks Missouri's public high school graduates entering the state's public two- and four-year degree-granting postsecondary institutions as first-time, full-time, undergraduate, degree-seeking students in the fall semester following their high school graduation.

The annual report, which was first issued in 1996, provides information to secondary and postsecondary stakeholders regarding student preparation, persistence and completion. Background on the history and structure of the High School Graduates Performance Report is available in Attachment A. Selected statewide summary data are described below. Detailed summary tables are included in Attachment B, and trend tables for individual high schools are available at <http://dhe.mo.gov/data/hsgradreport.php>. Current detail data will be added in the near future.

### Enrollment and Preparation

Total enrollment of same-year Missouri public high school graduates in Missouri public institutions decreased from 22,443 first-time, full-time, degree-seeking undergraduates in 2014 to 21,453 in 2015, a decrease of 4.4 percent (Table 1). 9,303 students (43.4 percent) attended two-year institutions, and 12,150 students (56.6 percent) attended four-year institutions. While enrollment of first-time, full-time, degree-seeking students decreased at public two-year institutions, enrollment increased at public four-year institutions by 2.7 percent from the previous year.

Policymakers acknowledge the link between college readiness and success at the postsecondary level. In the years since the High School Graduates' Performance Report was last presented, extensive policy work has been undertaken to strengthen students' preparation for entry into college-level work, and to lessen the need for remediation upon postsecondary enrollment.

Fall 2015 was the second cohort for which the CBHE Recommended College Preparatory High School Core Curriculum included a fourth year of mathematics. The MDHE has also continued to work with the institutions on multiple fronts to reduce enrollment in remediation for students at the higher end of the placement spectrum, and to encourage the wider implementation of co-requisite coursework. In addition, the MDHE and the institutions have agreed in recent years on a consistent definition for remedial coursework, which has impacted the reporting of student-level data used for the report. Data quality has definitely improved, resulting in greater accuracy in reporting of remedial enrollment.

Remedial Participation of Recent Missouri Public High School Graduates in Public Postsecondary Institutions					
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
<b>Total</b>	35.5%	35.6%	35.6%	30.8%	28.2%
<b>Math</b>	29.9%	30.8%	30.1%	26.2%	23.8%
<b>English</b>	15.4%	14.3%	15.5%	12.3%	10.0%
<b>Reading</b>	10.1%	9.1%	9.7%	7.6%	6.1%

Of course, statewide averages can mask great variance across the state. Among high schools with at least 25 graduates enrolled in public colleges and universities in the fall of 2015, the percentage of students participating in any remedial coursework ranged from a low of approximately 4 percent to a high of over 65 percent.

*Other Trends in Enrollment and Preparation:*

- Fewer than half of all first-time, full-time high school Missouri public graduates entering an open admissions public institution enrolled in remedial coursework (45.2 percent), for the second consecutive year. The percentage of students enrolled in remedial coursework at moderately selective institutions rose slightly from 21.4 percent in fall 2014 to 22.5 percent in 2015, as did the percentage enrolled in remedial math, from 13.0 percent to 15.5 percent, though enrollment in remedial English and reading continue to decline.
- Overall remedial enrollments for women (29.9 percent) and men (26.1 percent) continue to decrease and are at six-year lows, as are 2015 enrollments in remedial math: 25.9 percent for women and 21.2 percent for men.
- Racial and ethnic disparities persist, although overall remedial enrollments (47.0 percent) and math (40.4 percent) are markedly lower among African-Americans compared to fall 2014.

## **Performance and Retention in College**

The High School Graduates Performance report also tracks several measures of student success and persistence in Missouri's public postsecondary sector. Detailed summary tables are included in Attachment B. Among the more significant findings for spring 2014 public high school graduates are:

- Fall-to-fall retention decreased slightly since 2013, returning to the 2012 level, from 77.1 percent to 76.6 percent. 2<sup>nd</sup> term (end of spring) retention dipped slightly, from 87.8 percent to 87.3 percent.
- On average, this cohort completed 30.9 credits by the end of the spring 2015 term with a 2.84 grade point average. Asian/Pacific Islanders completed 33.8 credits with a 3.00 GPA, and African-American students completed 19.8 credits with a 2.35 GPA; credits completed and GPA are up for both groups from spring 2013.
- 1<sup>st</sup> term (first fall) retention remains nearly identical across racial/ethnic groups, but begins to diverge at 2<sup>nd</sup> term, when Asian/Pacific Islanders retain at 92.2 percent and Caucasian students at 88.2 percent, but African-Americans retain at 84.5 percent (a slight increase from the 2013 cohort).
- Female students have a higher fall-to-fall retention rate (78.2 percent compared to 74.6 percent for men), despite historically enrolling in remediation at higher rates.

Retention rates varied by sector, which is indicative of differences in student demographics and preparation across sectors and institutional missions. Fall-to-fall retention in the two-year sector was 65.2 percent, compared to 86.7 percent at four-year institutions. Retention in the two-year sector is down slightly from 66.3 percent for the 2013 entering cohort.

## **Degree Completion**

The timely completion of a certificate or degree is an additional indication of how well prepared Missouri's high school graduates are for college-level work. Detailed tables in Attachment B show the six-year graduation rate of students beginning college in the fall of 2009. The findings include:

- Less than half (47.7 percent) of incoming public Missouri high school students who entered as a first-time, full-time degree-seeking student in fall 2009 had earned a two- or four-year degree from a public Missouri college or university by spring 2015, which is a decrease from the 2008 cohort (49.3 percent). This rate does not account for transfer or completion from an independent or out-of-state institution.
- 35.2 percent had earned a bachelor's degree, 15.8 percent earned an associate's degree, and 2.1 percent earned a graduate or professional degree within six years. Some students earned more than one degree, and are counted here more than once.

- As part of a continuing trend, women were more likely than men (50.4 percent compared to 44.6 percent) to have earned a degree within six years, as were students enrolled at highly selective (79.6 percent) and selective (67.3 percent) institutions.

### **Conclusion**

The Missouri High School Graduates Performance Report provides important data about trends in the preparation and performance of public high school graduates who attend public postsecondary institutions in Missouri. The entering high school class of 2015 enrolled in remedial coursework at a rate which continues to decline, but decreases in persistence and completion will bear continued monitoring. The MDHE also debuted a new fall survey in 2015 on enrollment in co-requisite and other alternate models of instructional support, and additional data will assist in evaluating the effectiveness of these approaches.

### **STATUTORY REFERENCES**

Section 173.750 RSMo, Annual reporting of performance of graduates, furnishing of report procedure data included

### **RECOMMENDED ACTION**

This is an information item only.

### **ATTACHMENT(S)**

Attachment A: History and Background

Attachment B: Detailed Tables

# High School Graduates Performance Report

## History and Background

The Missouri High School Graduates Performance Report tracks Missouri public high school graduates entering the state's public two- and four-year postsecondary institutions as first-time full-time, degree-seeking students in the fall semester following their high school graduation.

In accordance with Section 173.750, RSMo, the Missouri High School Graduates Performance Report should provide information to individual high schools and should be disaggregated by race and gender. No data identifying individual students should be included. The governing statute is available in its entirety at <http://www.moga.mo.gov/statutes/c100-199/1730000750.htm>. The report should include:

- Grade point average after the initial year in college
- Percent of students returning to college after the first and second semester
- Percent of students taking remedial courses in the basic academic subjects of English, mathematics, or reading
- Other data as determined by rule and regulation of the Coordinating Board for Higher Education

Data comprising the report comes from student enrollment data provided annually by Missouri's public colleges and universities. No data in the report comes from the state's independent higher education institutions. High school of record was verified by building-level data from the Missouri Department of Elementary and Secondary Education.

## High School Graduates Report Detailed Tables

### Enrollment and Preparation

Table 1: Recent Public Missouri High School Graduate Enrollment by Sector, Gender, and Race/Ethnicity, 2006 to 2015												10-Year % Change	1-Year % Change
		2006	2007	2008	2009	2010	2011	2012	2013	2014	2015		
<b>Overall Enrollment</b>	#	20,195	20,839	21,598	22,228	23,948	23,742	21,018	22,034	22,443	21,453	6.2%	-4.4%
	%												
<b>Two-Year</b>	#	8,734	9,188	9,227	10,504	11,225	11,279	9,132	10,393	10,610	9,303	6.5%	-12.3%
	%	43.2%	44.1%	42.7%	47.3%	46.9%	47.5%	43.4%	47.2%	47.3%	43.4%		
<b>Four Year</b>	#	11,461	11,651	12,371	11,724	12,723	12,463	11,861	11,641	11,833	12,150	6.0%	2.7%
	%	56.8%	55.9%	57.3%	52.7%	53.1%	52.5%	56.4%	52.8%	52.7%	56.6%		
<b>Women</b>	#	11,093	11,421	11,755	12,013	13,067	12,997	11,596	12,175	12,342	11,816	6.5%	-4.3%
	%	54.9%	54.8%	54.4%	54.0%	54.6%	54.7%	55.2%	55.3%	55.0%	55.1%		
<b>Men</b>	#	9,101	9,411	9,838	10,211	10,863	10,733	9,397	9,844	10,092	9,628	5.8%	-4.6%
	%	45.1%	45.2%	45.6%	45.9%	45.4%	45.2%	44.7%	44.7%	45.0%	44.9%		
<b>African American</b>	#	1,793	1,895	2,055	2,269	2,433	2,553	1,525	2,209	2,065	2,010	12.1%	-2.7%
	%	8.9%	9.1%	9.5%	10.2%	10.2%	10.8%	7.3%	10.0%	9.2%	9.4%		
<b>Caucasian</b>	#	16,179	16,567	17,723	17,758	18,381	18,011	14,289	17,215	17,071	16,792	3.8%	-1.6%
	%	80.1%	79.5%	82.1%	79.9%	76.8%	75.9%	68.0%	78.1%	76.1%	78.3%		
<b>Hispanic</b>	#	381	359	481	486	374	343	275	470	620	846	122.1%	36.5%
	%	1.9%	1.7%	2.2%	2.2%	1.6%	1.4%	1.3%	2.1%	2.8%	3.9%		
<b>Asian / Pacific Islander</b>	#	347	345	372	347	408	395	333	486	537	497	43.2%	-7.5%
	%	1.7%	1.7%	1.7%	1.6%	1.7%	1.7%	1.6%	2.2%	2.4%	2.3%		
<b>Other</b>	#	1,495	1,673	967	1,368	2,352	2,440	4,596	1,654	2,150	1,308	-12.5%	-39.2%
	%	7.4%	8.0%	4.5%	6.2%	9.8%	10.3%	21.9%	7.5%	9.6%	6.1%		

Source: Enhanced Missouri Student Achievement Study (EMSAS)

<b>Table 2: Recent Missouri Public High School Graduate Enrollment in Remediation by Institutional Admissions Selectivity; 2011 to 2015</b>					
	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>Selective</b>	<b>7.1%</b>	<b>13.1%</b>	<b>10.9%</b>	<b>10.5%</b>	<b>9.6%</b>
Math	6.6%	12.4%	10.1%	9.5%	8.7%
English	1.2%	1.5%	1.4%	1.6%	1.4%
Reading	-	-	-	-	-
<b>Mod Selective</b>	<b>25.6%</b>	<b>33.0%</b>	<b>31.7%</b>	<b>21.4%</b>	<b>22.5%</b>
Math	18.0%	26.9%	25.2%	13.0%	15.5%
English	10.5%	11.1%	12.5%	11.1%	10.3%
Reading	-	3.6%	3.8%	3.4%	0.5%
<b>Open</b>	<b>57.0%</b>	<b>54.7%</b>	<b>54.2%</b>	<b>47.8%</b>	<b>45.2%</b>
Math	48.9%	47.1%	45.7%	41.7%	38.9%
English	25.9%	25.3%	25.8%	20.0%	16.7%
Reading					

Source: Enhanced Missouri Student Achievement Study (EMSAS)

<b>Table 3: Recent Missouri Public High School Graduate Enrollment in Remediation by Gender; 2011 to 2015</b>					
	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>Women</b>	<b>37.1%</b>	<b>37.5%</b>	<b>38.6%</b>	<b>32.4%</b>	<b>29.9%</b>
Math	32.5%	33.2%	33.7%	28.2%	25.9%
English	15.2%	14.1%	15.4%	12.2%	9.9%
Reading	10.9%	10.0%	10.8%	8.4%	6.4%
<b>Men</b>	<b>33.5%</b>	<b>33.3%</b>	<b>31.9%</b>	<b>28.7%</b>	<b>26.1%</b>
Math	26.8%	27.9%	25.7%	23.6%	21.2%
English	15.6%	14.5%	15.6%	12.4%	10.2%
Reading	9.2%	8.0%	8.4%	6.6%	5.8%

Source: Enhanced Missouri Student Achievement Study (EMSAS)

<b>Table 4: Recent Missouri Public High School Graduate Enrollment in Remediation by Race; 2011 to 2015</b>					
	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>African-American</b>	<b>60.5%</b>	<b>54.1%</b>	<b>65.5%</b>	<b>52.5%</b>	<b>47.0%</b>
Math	51.7%	46.9%	57.8%	44.0%	40.4%
English	35.0%	25.3%	37.6%	32.1%	23.8%
Reading	29.1%	12.4%	27.1%	23.9%	18.3%
<b>Caucasian</b>	<b>33.7%</b>	<b>30.3%</b>	<b>31.7%</b>	<b>27.0%</b>	<b>25.8%</b>
Math	28.6%	25.8%	26.8%	23.0%	21.7%
English	13.1%	10.3%	12.3%	10.0%	8.3%
Reading	8.0%	5.8%	7.4%	5.6%	4.8%
<b>Hispanic</b>	<b>41.1%</b>	<b>45.5%</b>	<b>43.8%</b>	<b>42.4%</b>	<b>32.4%</b>
Math	34.9%	33.9%	35.1%	31.6%	26.1%
English	21.7%	20.9%	19.4%	19.7%	13.2%
Reading	17.0%	17.3%	12.3%	13.4%	5.7%
<b>Asian / Pacific Islander</b>	<b>27.9%</b>	<b>18.5%</b>	<b>26.1%</b>	<b>25.0%</b>	<b>20.3%</b>
Math	20.2%	13.4%	19.3%	18.3%	16.5%
English	16.1%	9.0%	12.8%	12.5%	7.4%
Reading	11.0%	3.9%	8.6%	8.4%	5.6%
<b>Other / Unknown</b>	<b>24.1%</b>	<b>46.8%</b>	<b>37.7%</b>	<b>38.0%</b>	<b>30.5%</b>
Math	19.1%	41.9%	29.3%	34.6%	26.2%
English	11.1%	23.1%	18.0%	9.1%	9.7%
Reading					

Source: Enhanced Missouri Student Achievement Study (EMSAS)

**Performance and Retention in College**

**Table 5: Recent Missouri Public High School Graduate Retention by Gender and Race/Ethnicity, Fall 2014- Fall 2015**

	Students	Completed Fall 2014	Avg. Fall 2014 GPA	Avg. Credits Completed (Fall 2014)	Completed Spring 2015	Avg. Spring 2015 GPA	Avg. Credits Completed (Spring 2015)	Enrolled Fall 2015
<b>Female</b>	<b>12,342</b>	<b>98.5%</b>	<b>2.78</b>	<b>19.4</b>	<b>88.3%</b>	<b>2.93</b>	<b>31.6</b>	<b>78.2%</b>
African American	1,245	97.6%	2.29	10.4	85.9%	2.46	20.5	68.1%
Caucasian	9,277	98.6%	2.88	20.9	89.1%	3.01	33.4	80.3%
Hispanic	344	98.8%	2.34	15.7	85.2%	2.77	26.9	73.0%
Asian / Pacific Islander	272	99.6%	3.00	21.9	94.9%	3.19	35.2	88.2%
Other/Unknown	1,204	97.8%	2.60	17.5	83.2%	2.79	29.0	71.6%
<b>Male</b>	<b>10,092</b>	<b>98.2%</b>	<b>2.54</b>	<b>17.9</b>	<b>86.1%</b>	<b>2.72</b>	<b>30.0</b>	<b>74.6%</b>
African American	820	97.7%	2.02	9.4	82.3%	2.19	18.7	62.1%
Caucasian	7,789	98.3%	2.62	19.2	87.0%	2.78	31.6	76.5%
Hispanic	276	98.6%	2.17	13.4	85.9%	2.56	24.6	70.3%
Asian / Pacific Islander	265	98.5%	2.71	20.1	89.4%	2.79	32.4	79.6%
Other/Unknown	942	97.5%	2.41	15.7	81.5%	2.61	27.2	69.3%
<b>Total</b>	<b>22,443</b>	<b>98.3%</b>	<b>2.67</b>	<b>18.8</b>	<b>87.3%</b>	<b>2.84</b>	<b>30.9</b>	<b>76.6%</b>
African American	2,065	97.6%	2.18	10.0	84.5%	2.35	19.8	65.7%
Caucasian	17,071	98.5%	2.76	20.1	88.2%	2.91	32.6	78.6%
Hispanic	620	98.7%	2.27	14.7	85.5%	2.68	25.9	71.8%
Asian / Pacific Islander	537	99.1%	2.86	21.0	92.2%	3.00	33.8	84.0%
Other/Unknown	2,150	97.6%	2.52	16.8	82.5%	2.71	28.3	70.6%

Source: Enhanced Missouri Student Achievement Study (EMSAS)

**Table 6: Recent Missouri Public High School Graduate Retention by Sector and Race/Ethnicity, Fall 2014- Fall 2015**

Sector	Students	Completed Fall 2014	Avg. Fall 2014 GPA	Avg. Credits Completed (Fall 2014)	Completed Spring 2015	Avg. Spring 2015 GPA	Avg. Credits Completed (Spring 2015)	Enrolled Fall 2015
<b>Public 2Y</b>	<b>10,611</b>	<b>97.6%</b>	<b>2.33</b>	<b>14.5</b>	<b>80.5%</b>	<b>2.64</b>	<b>24.1</b>	<b>65.2%</b>
African American	900	95.8%	1.82	5.2	76.7%	2.21	11.9	49.8%
Caucasian	7,747	97.8%	2.41	15.7	81.3%	2.69	25.5	67.3%
Hispanic	366	98.6%	1.86	11.5	79.5%	2.56	20.4	62.3%
Asian / Pacific Islander	196	98.0%	2.28	12.2	85.7%	2.66	20.6	70.9%
Other/Unknown	1,402	97.4%	2.36	14.9	78.2%	2.62	24.9	64.0%
<b>Public 4Y</b>	<b>11,832</b>	<b>98.9%</b>	<b>2.98</b>	<b>22.5</b>	<b>93.4%</b>	<b>2.99</b>	<b>36.2</b>	<b>86.7%</b>
African American	1,165	99.1%	2.45	13.6	90.6%	2.45	25.0	78.0%
Caucasian	9,324	99.0%	3.06	23.8	93.8%	3.06	37.7	87.9%
Hispanic	254	98.8%	2.85	19.3	94.1%	2.82	32.5	85.4%
Asian / Pacific Islander	341	99.7%	3.19	26.0	95.9%	3.17	40.6	91.5%
Other/Unknown	748	98.1%	2.82	20.2	90.5%	2.85	33.7	83.0%

**Source: Enhanced Missouri Student Achievement Study (EMSAS)**

**Degree Completion**

**Table 7: Recent Missouri Public High School Graduate Six-Year Completion Rate by Gender and Race/Ethnicity, Fall 2009 through Spring 2015**

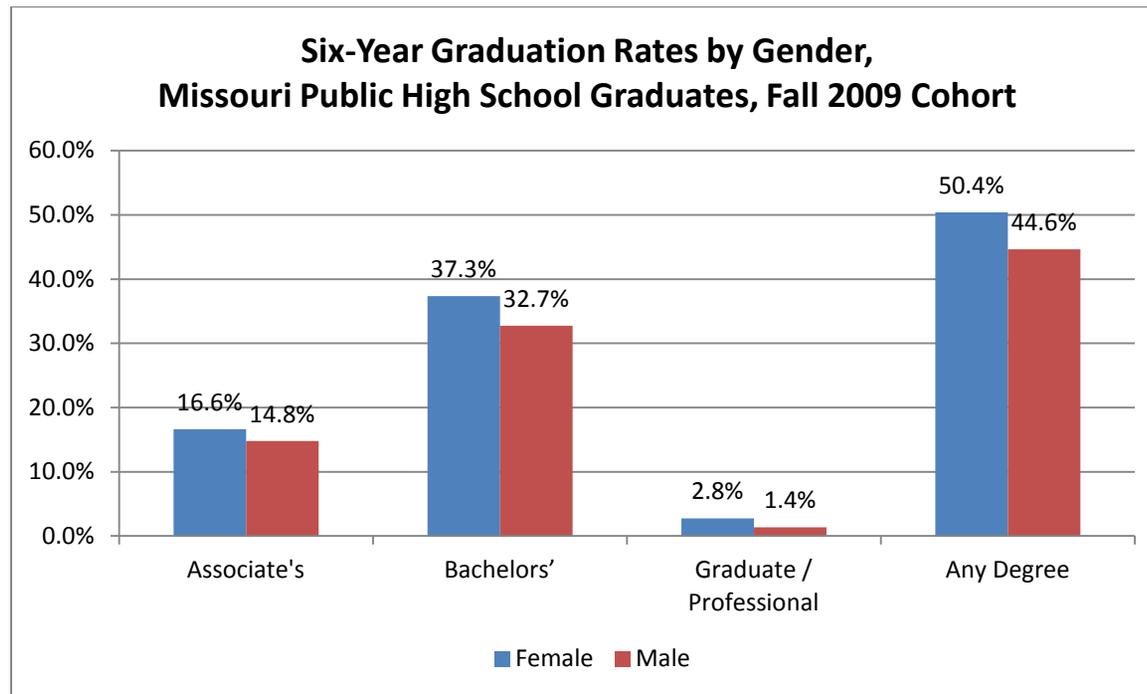
	Students	% Completed Associate's	% Completed at least Bachelors'	% Completed Graduate / Professional	Total Completions
<b>Female</b>	<b>11,905</b>	<b>16.6%</b>	<b>37.3%</b>	<b>2.8%</b>	<b>50.4%</b>
African American	1362	6.5%	20.6%	0.4%	26.1%
Caucasian	9,420	18.3%	39.9%	3.1%	54.2%
Hispanic	290	15.2%	31.4%	1.0%	43.5%
Asian / Pacific Islander	165	9.7%	53.3%	6.7%	61.2%
Other/Unknown	668	16.2%	33.4%	2.0%	46.4%
<b>Male</b>	<b>10,186</b>	<b>14.8%</b>	<b>32.7%</b>	<b>1.4%</b>	<b>44.6%</b>
African American	854	3.5%	17.1%	0.4%	20.1%
Caucasian	8,282	16.4%	34.6%	1.5%	47.7%
Hispanic	232	10.3%	26.7%	0.9%	35.3%
Asian / Pacific Islander	186	11.3%	38.7%	2.7%	46.2%
Other/Unknown	632	12.0%	30.1%	1.1%	39.9%
<b>Total</b>	<b>22,095</b>	<b>15.8%</b>	<b>35.2%</b>	<b>2.1%</b>	<b>47.7%</b>
African American	2217	5.4%	19.3%	0.4%	23.8%
Caucasian	17,703	17.4%	37.4%	2.4%	51.2%
Hispanic	522	13.0%	29.3%	1.0%	39.9%
Asian / Pacific Islander	351	10.5%	45.6%	4.6%	53.3%
Other/Unknown	1302	14.1%	31.7%	1.5%	43.2%

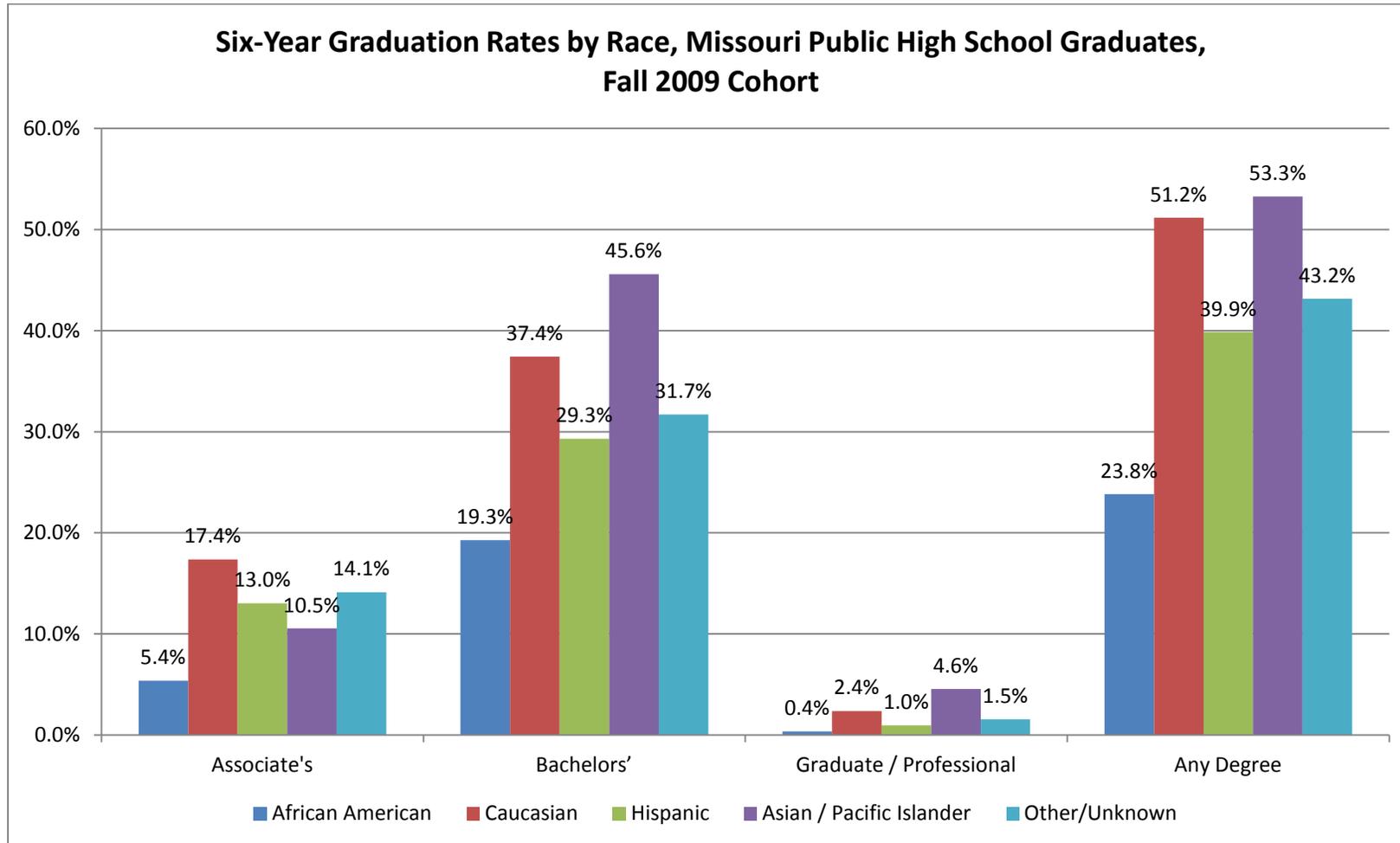
**Source: Enhanced Missouri Student Achievement Study (EMSAS)**

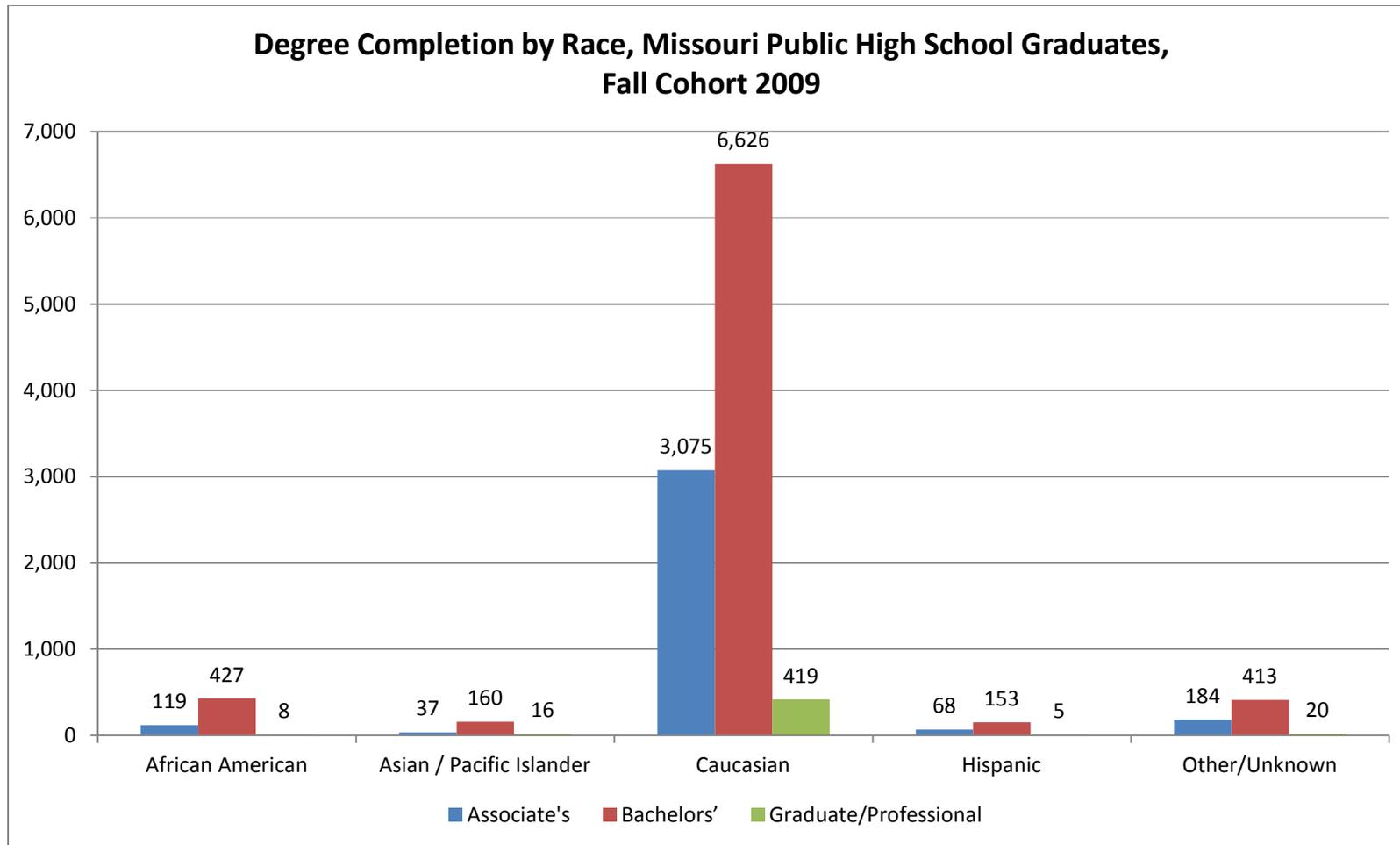
**Table 8: Recent Missouri Public High School Graduate Six-Year Completion Rate by Institutional Admissions Selectivity, Fall 2009 through Spring 2015**

	Students	Completed Associate's Degree	% Completed at least Bachelor's	% Completed Graduate / Professional	Total Completions
<b>Total</b>	<b>22,095</b>	<b>15.8%</b>	<b>35.2%</b>	<b>2.1%</b>	<b>47.7%</b>
Highly Selective	812	2.6%	77.2%	9.0%	79.6%
Selective	6,443	3.3%	64.0%	4.8%	67.3%
Moderately Selective	3289	5.2%	51.6%	2.0%	54.8%
Open	11551	26.7%	11.5%	0.2%	32.5%

Source: Enhanced Missouri Student Achievement Study (EMSAS)







## AGENDA ITEM SUMMARY

### AGENDA ITEM

Audit Committee Report  
Coordinating Board for Higher Education  
April 27, 2015

### DESCRIPTION

The Department received final reports for two recently completed audits, which are briefly described below.

#### **State Auditor's Office Statewide A133 Single Audit**

The State Auditor's Office (SAO) issues an annual report, called the "Single Audit," that assesses the use of all "major federal programs" administered by the State of Missouri. The SAO sends this audit report to the federal government, as required by the Single Audit Act of 1996.

The Department of Higher Education's Student Loan Program receives federal money to guarantee student loans made by lenders under the Federal Family Education Loans program (CFDA 84.032). As of the end of FY2015, the original principal balance outstanding of all loans guaranteed by the DHE was \$1,836,916,682, and the outstanding balance of defaulted loans (including principal and accrued interest) for which the federal government imposes continuing compliance requirements on the DHE was \$331,227,064. MDHE's Student Loan Program is, therefore, reviewed annually under the SAO's Single Audit as a "major federal program."

SAO issued its FY2015 report in March. The report included 19 adverse findings across Missouri agencies, but zero for MDHE. A summary of the FY2015 report, issued in March 2016, is included herein as **Attachment A**.

#### **U.S. Department of Education Death Claims Audit**

The U.S. Department of Education (USDE) has been evaluating nationwide the handling of payments rendered by loan guarantors to lenders for deceased borrower claims. USDE's objective is to ensure that debtor death claims are adequately documented before guarantor payout occurs. USDE issued a final determination letter identifying nine instances where MDHE reported the date of death claim paid to the National Student Loan Data System rather than the actual date of death. No incorrect guarantor payments were identified. The USDE letter is included herein as **Attachment B**.

In response MDHE completed a file review identifying all death claims for which the status date reported to NSLDS may be different than the date of death. MDHE is currently updating the status dates of the identified accounts, as necessary. USDE accepted MDHE's existing policies as adequately ensuring accurate death date reporting on an ongoing basis. USDE will officially close its review upon receipt of final documentation of MDHE's file review.

Coordinating Board for Higher Education  
April 27, 2016

**STATUTORY REFERENCE**

31 USC §§ 7501 et seq.; 2 CFR § 200.501 (single audit required)

20 USC § 1087; 34 CFR § 682.402(h) (procedure for payment of death claims)

**RECOMMENDED ACTION**

Information only.

**ATTACHMENT(S)**

Attachment A – SAO Single Audit “Citizens Summary”

Attachment B – USDE Death Claims Audit Final Determination Letter



**Nicole Galloway, CPA**  
Missouri State Auditor

# CITIZENS SUMMARY

## Findings in the Fiscal Year 2015 Statewide Single Audit

### Single Audit Background

The United States Congress passed the Single Audit Act of 1996 to establish uniform requirements for audits of federal awards administered by states, local governments, and non-profit organizations. The Act requires an audit of the state's financial statements and its use of federal awards.

The state spent \$11.55 billion in federal awards through 303 different federal programs during the state fiscal year ended June 30, 2015. Although 19 state agencies and other state offices expended federal awards, 4 state agencies expended the majority of the federal awards (91 percent). For state fiscal year 2015, our Single Audit involved audit work on 17 major federal programs at 9 state agencies, encompassing \$8.8 billion (77 percent) of the total federal awards spent. The audit report contains 1 financial statement finding and 18 federal award findings and related recommendations. Of these findings 10 were repeated from prior Single Audits. Several of these findings are summarized below.

### Financial Reporting Controls STO

The Office of State Treasurer (STO) lacks adequate procedures to ensure the accuracy of year-end financial data submitted to the Office of Administration-Division of Accounting (DOA). The total balance reported to the DOA for bank deposits held by the STO would have been understated by \$753.2 million in the note disclosures accompanying the state's financial statements for the year ended June 30, 2015, had the misstatement not been identified during our audit. In addition, total cash and cash equivalents would have been overstated by \$214.4 million, and total investments would have been understated by \$214.4 million in the financial statements, had a classification error in the preparation of a summary of the STO year-end financial data not been identified during the audit.

### Child Care Eligibility, Payments, and Provider Eligibility DSS

As noted in our five prior audit reports, significant weaknesses still exist in Department of Social Services (DSS) controls over Child Care Development Fund eligibility and provider payments. Eligibility documentation was not sufficient to support a valid need for child care for 12 percent of cases reviewed, income eligibility information did not match income used for eligibility determinations for 3 percent of cases reviewed, and 30 percent of payments reviewed were not supported by adequate documentation and/or were not in compliance with DSS policies. In addition, one provider improperly claimed absences on a holiday the center was closed after exhausting their annual allotment of 11 holidays per state fiscal year.

The DSS lacks adequate controls and procedures to ensure "four-or-less" child care providers comply with requirements for license-exempt status. Under state law, child care providers are exempt from licensing requirements if they care for four or less unrelated children, known as "four-or-less" (FOL) providers. For 43 percent of FOL providers reviewed, the DSS incorrectly classified some children as related to the provider or could not verify the relationship for some children classified as related to the provider.

Social Services Block Grant Subrecipient Monitoring DSS	The DSS has not established adequate controls and procedures to monitor Caring Community Partnerships (CCPs) for compliance with Social Services Block Grant (SSBG) requirements. Grant agreements do not mention the SSBG as a funding source, include or refer to the requirements of the SSBG, or include the identifying grant award information. During reviews of quarterly reimbursement requests and on-site visits, DSS staff do not review for CCP compliance with SSBG requirements.
Medicaid Management Information System Access DSS	The DSS-MO HealthNet Division does not have sufficient controls in place over Medicaid Management Information System (MMIS) access rights to ensure user accounts are timely removed from the system when users are no longer employed in positions needing access. Of the 25 active MMIS user accounts tested, auditors found 4 (16 percent) accounts for individuals who had terminated employment from the DSS or from a contractor. Access for these 4 accounts had not been removed although the individuals had been terminated for 8 to 35 months. In an additional review of contractor access, auditors identified 2 contractors with 23 active MMIS user accounts for employees, although their contracts had expired in 2010 and 2014.
Cost Pool Allocation Procedures DSS	The DSS-Division of Finance and Administrative Services lacks sufficient controls and procedures over the allocation of some administrative costs to federal programs. During a review of cost allocation spreadsheets, auditors identified Guardianship Assistance program costs totaling approximately \$542,710 that were improperly allocated to four federal programs.
Medicaid Developmental Disabilities Comprehensive Waiver Group Home Rates DMH	The Department of Mental Health-Division of Developmental Disabilities (DD) did not retain documentation to support per diem rates paid to group homes for residential habilitation services provided to participants of the Home and Community Based Services, Developmental Disabilities Comprehensive Waiver program. Documentation to support the per diem rates was not retained for all 13 group home habilitation services payments tested; as a result, the DD could not demonstrate amounts paid were allowable costs of the Comprehensive Waiver program. The federal share of payments to group homes using the 13 unsupported per diem rates totaled \$658,501 during state fiscal year 2015.
Department of Homeland Security Grants - Subrecipient Monitoring DPS	The Department of Public Safety (DPS)-State Emergency Management Agency (SEMA) and the Office of Director (OD) need to improve controls and procedures to monitor subrecipients of Department of Homeland Security programs. The SEMA and the OD have not established procedures to identify and ensure applicable subrecipients obtained independent Single Audits as required and did not document that Single Audit reports received were reviewed. For some projects, the SEMA did not adequately monitor or enforce existing policies to ensure subrecipients complied with procurement requirements. In addition, the SEMA does not have effective procedures to ensure Disaster Grants-Public Assistance program subrecipients submit quarterly progress reports, extension requests, and/or reimbursement requests within the required timeframes. As a result, the SEMA had not received reimbursement requests and progress reports from one subrecipient for projects totaling over \$8 million, which were completed 2 to 4 years ago.

Because of the compound nature of this audit report, no overall rating is provided.

**All reports are available on our Web site: [auditor.mo.gov](http://auditor.mo.gov)**



March 1, 2016

Dr. David Russell  
Commissioner of Higher Education  
Missouri Department of Higher Education  
205 Jefferson Street, 11<sup>th</sup> Floor  
Jefferson City, MO 65101

UPS Tracking #: 1ZA879640290441141

Re: Final Program Review Determination  
GA ID: 999724/729  
PRCN: 20154065007

Dear Dr. Russell:

On August 31, 2015, through September 4, 2015, the U.S. Department of Education (Department), conducted a review of Missouri Department of Higher Education (MDHE) administration of the Federal Family Education Loan (FFEL) Program authorized pursuant to Title IV of the Higher Education Act of 1965, as amended, 20 U.S.C. §1071.

**Purpose:**

Final determinations have been made concerning the findings of the program review report. The purpose of this letter is to identify the remaining requirements for Finding 1.

Although the review was thorough, it cannot be assumed to be all-inclusive. The absence of statements in the report concerning the entity's specific practices and procedures must not be construed as acceptance, approval, or endorsement of those specific practices and procedures. Furthermore, it does not relieve MDHE of its obligation to comply with all of the statutory or regulatory provisions governing the FFEL Programs.

We would like to express our appreciation for the courtesy and cooperation extended during the review. If you have any questions regarding this letter, please contact me at (214) 661-9515.

Sincerely,

Jerry W. Wallace  
Division Director – Southern Division

cc: Leanne Cardwell, Assistant Commissioner

**Federal Student Aid**  
AN OFFICE of the U.S. DEPARTMENT of EDUCATION

Financial Institution Oversight Service – Southern Division  
Harwood Center - 1999 Bryan St, Suite 1610, Dallas, TX 75201-6817

# Federal Student Aid

An OFFICE of the U.S. DEPARTMENT of EDUCATION

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Prepared for  
**Missouri Department of Higher Education**  
**GID: 999724/729**  
**PRCN: 20154065007**

Prepared by:  
**U.S. Department of Education**  
**Federal Student Aid**  
**Financial Institution Oversight Service – Southern Division**

## **PROGRAM REVIEW REPORT**

March 1, 2016

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## **A. Institutional Information**

**GID Number:** 999724/729

**Program Review Control Number (PRCN):** 20154065007

**Name and Address:**

Missouri Department of Higher Education  
205 Jefferson Street, 11<sup>th</sup> Floor  
Jefferson City, MO 65101

**Dates of Review:** August 31, 2015 through September 4, 2015

**Review Period:** October 1, 2000 through August 31, 2014

**Institutional Information:**

**Type of Agency:** State Agency

**Designated Guarantor for States:** Missouri

**Third Party Servicers:** Collections- Performant Recovery, Inc.

**Systems Used:** Great Lakes Educational Loan Services, Inc.

## **Background Information**

Missouri Department of Higher Education (MDHE) has served as a guaranty agency within the Federal Family Education Loan (FFEL) Program since 1979 and is one of 32 guarantors operating nationwide. MDHE services and maintains its existing portfolios of loans guaranteed prior to July 1, 2010. As part of its responsibility as a FFEL Program student loan guarantor, MDHE provides numerous programs to assist Missouri students with access to postsecondary education.

MDHE reports to the Coordinating Board for Higher Education (CBHE), which was authorized by an amendment to the Missouri Constitution in 1972 and established by statute in the Omnibus State Reorganization Act of 1974. The nine board members are appointed by the governor and confirmed by the Senate. MDHE and the CBHE are included in Chapter 173 of the Missouri Revised States.

## **B. Scope of Review**

Financial Institution Oversight Service (FIOS) conducted a program review at MDHE from August 31, 2015, through September 4, 2015. The period reviewed was from October 1, 2000, through August 31, 2014.

The focus of the review was to evaluate MDHE's compliance with the statutes and federal regulations as they pertain to the agency's administration of the FFELP. The review included the following areas:

- Death Claims

This report reflects final findings and details FIOS's final determination based upon the responses and corrective actions completed by MDHE. Additional requirements are noted in the final determinations.

### **C. Findings and Final Determinations**

#### **Finding: Incorrect Reporting to NSLDS**

##### **Citation:**

Guaranty Agencies must provide information to NSLDS on FFEL Program loans and regularly report on new loans and changes to existing loans. These reports must be submitted on an ongoing basis and on a regular schedule established between the guaranty agency and ED. Guaranty Agency Data Provider Instructions (Version 4.1) June 1, 2005

The guarantor should use status code "DE" to report a loan for which the guaranty agency has paid a death claim to the lender. If the death occurred on or after July 1, 1995, report the date the borrower died. GA Data Provider Instructions, Appendix B: GA Coding Tables. 34 C.F.R. § 682.414(a)(1), Section 485B, of the Higher Education Act of 1965, as amended.

##### **Noncompliance:**

The review identified nine out of a sample of 29 with reporting discrepancies in NSLDS. An improper death status date has been reported for the following borrowers.

<b>Sample Number</b>	<b>Date Reported in NSLDS</b>	<b>Date on Death Certificate</b>
3	08/23/2010	05/14/2010
6	05/02/2004	01/13/2004
7	12/19/2005	04/02/2005
9	07/25/2005	03/06/2005
12	08/29/2005	03/19/2005
17	08/29/2005	04/24/2005
20	06/27/2005	02/10/2005
24	07/27/2009	04/15/2009
26	08/02/2004	03/15/2004

**Required Action:**

MDHE must correct the dates of death for all 9 samples, in NSLDS, to mirror the dates on the applicable death certificates. In addition, MDHE must perform a file review for all death claims paid since October 1, 2000, and correct dates of death in NSLDS. MDHE must also submit documentation to this office showing that the dates of death have been corrected in NSLDS. MDHE must update its policies and procedures and submit a copy with its response to this report.

**Entity Response:**

MDHE agrees that for certain death claims, MDHE reported the claim paid date rather than the date of death in the National Student Loan Data System loan status field. MDHE has corrected the NSLDS statuses for the above-mentioned loans. Screen prints of the corrected were provided.

The current MDHE death claim procedures will ensure that the NSLDS loan status date for new death claims will be the actual date of death. Copies of MDHE's current procedures have been provided with this response. MDHE has performed a file review for all claims paid since October 1, 2000, and has identified 3,778 loans for which the NSLDS loan status date may not be the date of death. We have begun researching these accounts and will update the NSLDS status date of all loans for which we are able to determine an actual death date. We should note, however, that some of the identified accounts exceed record retention requirements, meaning we may not be able to verify the date of death. In those cases, we will ensure that the NSLDS status date complies with the NSLDS Guaranty Agency Data Provider Instructions.

The NSLDS corrections for these closed accounts must be done manually. Considering the limited number of users permitted to update NSLDS, we estimate that we will have the necessary updates completed by the end of February 2016. MDHE will submit progress updates to USDE every two weeks, or at a frequency requested by USDE.

Update at close of business on February 4, 2016:

We (MDHE) had originally anticipated completing this project by the end of February 2016, but due to the complicated update process for many of these old accounts, the project is taking longer than expected. The status of the 3,778 accounts that MDHE identified as potentially having an NSLDS status date other than the date of death is below:

Total # Completed	1179
Total # to be reviewed	2382
Total # Update not needed	200
<u>Total # NSLDS won't allow update</u>	<u>17</u>
<b>Total # of Records =</b>	<b>3778</b>

### **Final Determination**

FIOS has received and reviewed MDHE's response to the finding. MDHE has identified the total population of incorrect dates of death for the period October 1, 2000, to present and is updating the NSLDS system to reflect the date of the student's death, with the exception of those that fall outside of the record retention period of 5 years. MDHE must provide documentation to this office supporting these adjustments before this finding can be closed

#### **D. Conclusion**

Upon receipt in this office of the remaining documentation supporting the Finding, the review will be considered closed.

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Coordinating Board for Higher Education  
Dates for 2016 CBHE Retreat and Governing Board Forum  
April 27, 2016

### DESCRIPTION

The purpose of this agenda item is to establish the dates for the 2016 CBHE Board Retreat and the 2016 Governing Board Forum

#### **Background**

##### ***Board retreat***

For a number of summers, the CBHE has met for a retreat to discuss issues related to higher education in Missouri.

A CBHE Board Retreat was not held in 2015 due to the public hearings for the development of a new coordinated plan for higher education.

##### ***Governing Board Forum***

The CBHE has hosted Governing Board forums in previous years to provide members of the governing boards of the state's colleges and universities with an opportunity to learn more about higher education, the responsibilities of serving on a governing board of a higher education institution and the roles and responsibilities of the Coordinating Board for Higher Education and the Missouri Department of Higher Education.

A Governing Board Forum was not held in 2015 due to the public hearings for the development of a new coordinated plan for higher education in Missouri. There was discussion in 2015 about the Governing Board Forum occurring every other year instead of every year in the future.

#### **CBHE Board Retreat**

The proposed date for the 2016 CBHE Board Retreat is Wednesday, August 3, 2016 in Columbia. The proposed date will immediately follow the joint meeting of the CBHE and the State Board of Education.

#### **Governing Board 2016**

The proposed date for the 2016 Governing Board Forum is August 4, 2016 in Columbia. The proposed date will immediately follow the CBHE Board retreat.

### RECOMMENDED ACTION

**It is recommended that the Coordinating Board approve August 3, 2016 as the date for the 2016 CBHE Board Retreat and August 4, 2016 as the date for the Missouri Governing Board Forum.**

### ATTACHMENT(S)

None

Coordinating Board for Higher Education  
April 27, 2016

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

International Education Day  
Coordinating Board for Higher Education  
April 27, 2016

### **DESCRIPTION**

The purpose of this agenda item is to present information about the 2016 International Education Day.

### **Background**

MDHE has worked with the Study Missouri Consortium for the past six years to host International Education Day at the State Capitol every spring. Staff from the MDHE Communication's office assists with the event. Historically, several hundred international students and Missouri students who have studied abroad and their advisors travel to Jefferson City to tour the capitol and listen to debate in the House and Senate chambers. The students also attend a luncheon and meet with lawmakers.

Missouri ranks 12<sup>th</sup> in the country in the number of international students attending the state's colleges and universities. The goal of the Study Missouri Consortium is to increase the number of international students and study abroad students in Missouri. International education helps globalize higher education in Missouri by providing students with an opportunity to interact with students from other countries or travel abroad to study in another country.

### **International Education Day 2016**

Approximately 400 international students and students who have studied abroad attended International Education on April 12, 2016. MDHE General Counsel Jeremy Knee spoke at the luncheon and talked about his experiences studying abroad in London. David Russell, former Missouri Commissioner of Higher Education, who retired on Feb. 29, and Senator David Pearce, who is completing his last term in the Missouri Senate, were recognized during the luncheon for their support of international education in Missouri.

### **RECOMMENDED ACTION**

This is an information item only.

### **ATTACHMENT(S)**

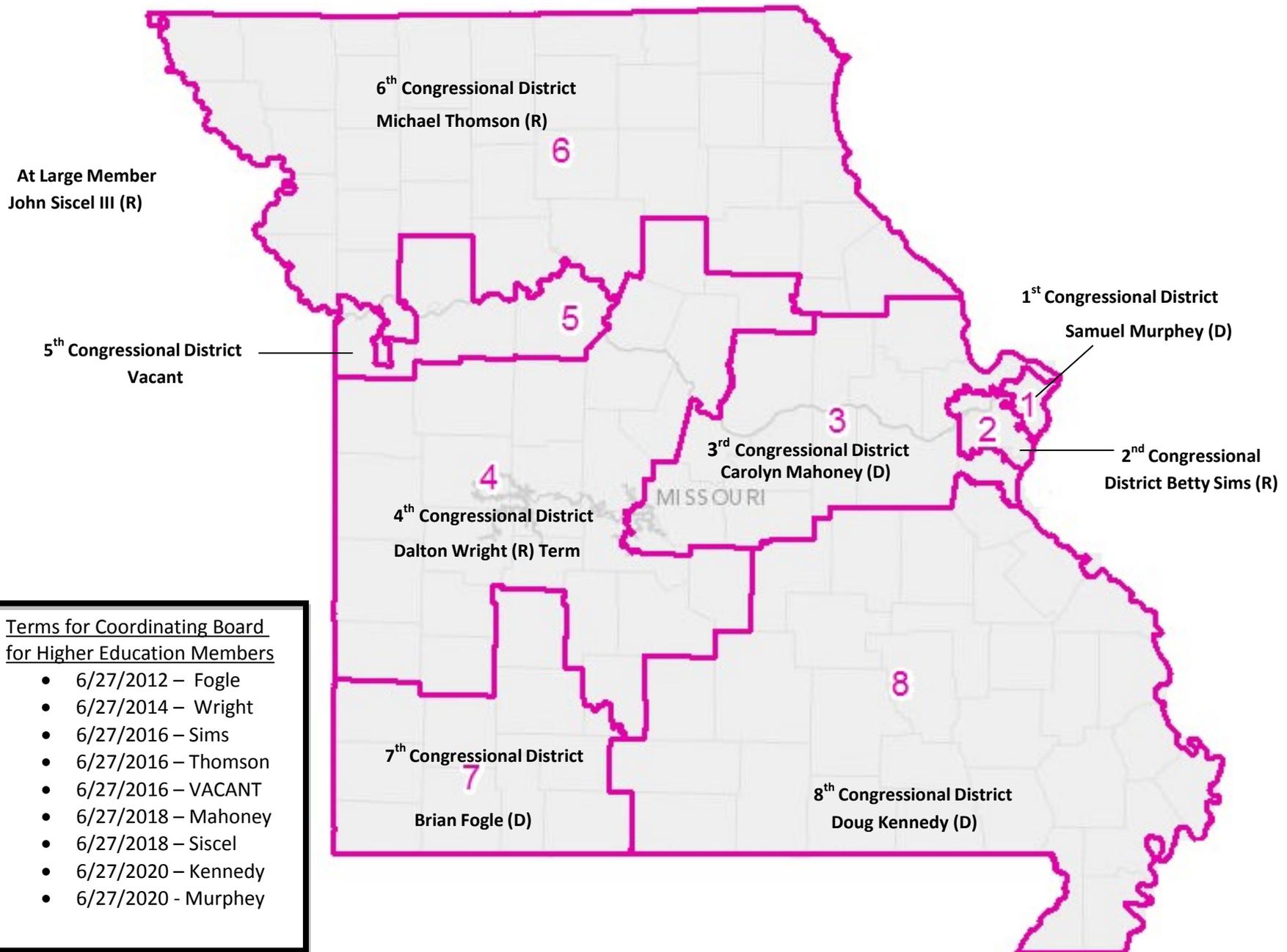
None

## Coordinating Board for Higher Education Members by Congressional District

### Missouri's Congressional Districts

District	Description or boundary	Population
1	St. Louis County (part of) and St. Louis City	748,616
2	Counties of Jefferson (part of), St. Charles (part of), St. Louis County (part of)	748,616
3	Counties of Jefferson (part of), Franklin, Gasconade, Maries, Osage, Cole, Callaway, Montgomery, Warren, Lincoln (part of), St. Charles County (part of), Miller, Camden (part of)	748,615
4	Counties of Audrain (part of), Randolph, Boone, Howard, Moniteau, Cooper, Morgan, Camden (part of), Hickory, Benton, Pettis, Johnson, Henry, St. Clair, Cedar, Dade, Barton, Vernon, Bates, Cass, Dallas, Laclede, Pulaski, Webster (part of)	748,616
5	Counties of Jackson (part of), Ray, Lafayette, Saline, Clay (part of)	748,616
6	Counties of Lincoln (part of), Audrain (part of), Ralls, Marion, Shelby, Lewis, Monroe, Knox, Clark, Scotland, Schuyler, Adair, Macon, Chariton, Linn, Sullivan, Putnam, Mercer, Grundy, Livingston, Carroll, Caldwell, Daviess, Harrison, Worth, Gentry, DeKalb, Clinton, Clay (part of), Jackson (part of), Platte, Buchanan, Andrew, Nodaway, Holt, Atchison	748,616
7	Counties of Jasper, Newton, McDonald, Lawrence, Barry, Stone, Taney, Christian, Greene, Polk, Webster (part of)	748,616
8	Counties of Ozark, Douglas, Wright, Texas, Howell, Oregon, Shannon, Dent, Phelps, Crawford, Washington, Jefferson (part of), Iron, Reynolds, Carter, Ripley, Butler, Wayne, Madison, St. Francois, Ste. Genevieve, Perry, Bollinger, Cape Girardeau, Scott, Stoddard, Mississippi, New Madrid, Pemiscot, Dunklin	748,616

# Coordinating Board for Higher Education Members by Congressional District



**STATUTORILY REQUIRED FUNCTIONS OF THE COORDINATING BOARD FOR  
HIGHER EDUCATION /MDHE**

(as of November 1, 2013)

**Fiscal**

- Establish guidelines for appropriation requests by public four-year institutions (§173.005.2(3))
- Approve a community college funding model developed in cooperation with the community colleges (§ 163.191.1)
- Submit an aggregated community college budget request (§ 163.191.1)
- Oversee implementation of the Higher Education Student Funding Act (“Tuition Stabilization”), including the adjudication of waiver requests submitted by institutions proposing to raise tuition at a rate that exceeds the statutory guideline (§ 173.1003.5)
- Recommend to governing boards of state-supported institutions, including public community colleges, formulas to be employed in specifying plans for general operations, development and expansion and requests for appropriations from the general assembly (§ 173.030(3))
- Promulgate rules to include selected off-campus instruction in public colleges and university appropriation recommendations where prior need has been established in areas designated by the Coordinating Board for Higher Education (§ 173.030(4))
- Request appropriations to match U.S. Agency for International Development funds for purposes of facilitating international student exchanges (§ 173.730)

**Planning**

- Conduct studies of population and enrollment trends affecting institutions of higher education in the state (§ 173.020(1))
- Identify higher education needs in the state in terms of requirements and potential of young people and in terms of labor force requirements (§ 173.020(2))
- Develop arrangements for more effective and more economical specialization among institutions in types of education programs offered and students served and for more effective coordination and mutual support among institutions in the utilization of facilities, faculty and other resources (§ 173.020(3))
- Design a coordinated plan for higher education for the state and its subregions (§ 173.020(4))
- Develop in cooperation with the Department of Elementary and Secondary Education a comprehensive assessment of postsecondary vocational technical education in the state (§ 178.637.2)<sup>1</sup>
- The coordinating board shall establish guidelines to promote and facilitate the transfer of students between institutions of higher education within the state. ( § 173.005.2(8))
- The coordinating board shall develop a policy to foster reverse transfer for any student who has accumulated enough hours by meeting specific statutory requirements to be awarded an associate degree. ( § 173.005.2(8))
- Establish state and institution-specific performance measures by July 1, 2008 (§ 173.1006.1)
- Conduct institutional mission reviews every five years (§ 173.030(7))
- Review and approve applications from institutions for statewide missions (§ 173.030(8))
- Issue annual report to the governor and general assembly (§ 173.040)

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<sup>1</sup> This was a one-time requirement to be completed by August 1996 in connection with the establishment of Linn State Technical College. There is no statutory requirement to keep the assessment updated.

- Report to Joint Committee on Education (§ 173.1006.2)

### **Academic Programs**

- Approve of proposed new degree programs to be offered by the state institutions of higher education (§ 173.005.2(1))
- If any institution of higher education in this state, public or private, willfully fails or refuses to follow any lawful guideline, policy or procedure established or prescribed by the coordinating board, or knowingly deviates from any such guideline, or knowingly acts without coordinating board approval where such approval is required, or willfully fails to comply with any other lawful order of the coordinating board, the coordinating board may, after a public hearing, withhold or direct to be withheld from that institution any funds the disbursement of which is subject to the control of the coordinating board, or may remove the approval of the institution as an approved institution within the meaning of section 173.1102 ( § 173.005.2(11))
- Recommend to governing boards the development, consolidation or elimination of programs, degree offerings, physical facilities or policy changes deemed in the best interests of the institutions or the state (§ 173.030(2))
- Approve out-of-district courses offered by community colleges (§ 163.191.4)
- Establish competencies for entry-level courses associated with an institution’s general education core curriculum (§ 173.005.2(7))
- Determine to what extent courses of instruction in the Constitution of the U.S., and of the state of Missouri, and in American History should be required by colleges and universities. (§ 170.011.1)
- Establish guidelines to facilitate student transfers (§ 173.005.2(7))
- Administer the Studies in Energy Conservation Fund in collaboration with the Department of Natural Resources and, subject to appropriations, establish full professorships of energy efficiency and conservation (§ 640.219.1)
- Promulgate rules to ensure faculty credentials and student evaluations are posted on institutional websites (§ 173.1004)
- Cooperate with the Department of Corrections to develop a plan of instruction for the education of offenders (§ 217.355)
- Permit fees from out-of-state public institutions to be used to cover the costs of administering out-of-state programs, except personnel costs (§ 173.005.2 (12) (b) b.)
- Develop a policy to promote reverse transfer which includes a statewide core transfer library of at least 24 lower-division courses across all institutions. (§ 173.005.2 (8))
- Require all public two-year and four-year higher education institutions to replicate best practices in remediation (§ 173.005.2 (6))

### **Institutional Relationships**

- Promote and encourage the development of cooperative agreements between Missouri public four-year institutions of higher education which do not offer graduate degrees and Missouri public four-year institutions of higher education which do offer graduate degrees for the purpose of offering graduate degree programs on campuses of those public four-year institutions of higher education which do not otherwise offer graduate degrees (§ 173.030(5))
- Encourage cooperative agreements between public four-year institutions that “do not” offer graduate degrees and those that “do” for the sole purpose of exploring program advantages (§173.005.2(2))
- Approve new state-supported senior colleges or residence centers (§ 173.005.2(4))

- Establish admission guidelines consistent with institutional missions (§ 173.005.2(5))
- Establish guidelines to help institutions with decisions relating to residence status of students (§ 173.005.2(7))
- Conduct binding dispute resolutions with regard to disputes among public institutions that involve jurisdictional boundaries, or the use or expenditure of any state resources (§ 173.125)
- Impose fines on institutions that willfully disregard state policy (§ 173.005.2(10))
- Receive biennial reports from all public institutions on the number and language background of all teaching assistants, including a copy of the institution's current policy for selection of graduate teaching assistants (§ 170.012.4)
- Promulgate model conflict of interest policy that is used to govern all public institutions of higher education that did not have a similar measure in place after January 1, 1992 (§ 173.735)
- Enforce provisions of the Missouri Returning Heroes Education Act, which limits the amount of tuition public institutions can charge combat veterans (§ 173.900.4)
- Promulgate rules for the refund of all tuition and incidental fees or the awarding of a grade of "incomplete" for students called into active military service, voluntarily or involuntarily, prior to the completion of the semester (§ 41.948.5)
- Provide an annual report to the Department of Elementary and Secondary Education on the performance of graduates of public high schools in the state during the student's initial year in the public colleges and universities of the state (§ 173.750.1)
- Promulgate instructions and recommendations for implementing eye safety in college and university laboratories (§ 173.009)
- Exercise oversight of Linn State Technical College (§ 178.638)
- Establish standards for the organization of community colleges (§ 178.770)
- Approve establishment of community college subdistricts and redistricting (§ 178.820)
- Supervise the two-year community colleges (§ 178.780) to include:
  - Establishing their role in the state
  - Setting up surveys to be used for local jurisdictions when determining need and potential for a community college
  - Administering the state financial support program
  - Formulating and putting into effect uniform policies as to budgeting, record keeping and student accounting
  - Establishing uniform minimum entrance requirements and uniform curricular offerings
  - Make a continuing study of community college education in the state
  - Being responsible for their accreditation, annually or as often as deemed advisable, and in accordance with established rules

*Note: Section 173.005.7 transfers to the Coordinating Board for Higher Education the duties of the State Board of Education relating to community college state aid, supervision and formation specified in Chapters 163 and 178, RSMo.*

## **Financial Aid<sup>2</sup>**

- Administer the Access Missouri Financial Assistance Program (§ 173.1103.1)
- Administer Higher Education Academic Scholarship Program ("Bright Flight") (§ 173.250.3)
- Administer the A+ Scholarship Program (Executive Order 10-16, January 29, 2010)

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<sup>2</sup> Entries in italics historically have not had funds appropriated to them by the General Assembly and so require no ongoing activity by the department.

- Administer the Advanced Placement Incentive Grant (§ 173.1350)
- Administer the Kids' Chance Scholarship Program for children of workers who were seriously injured or killed as result of a workmen's compensation-related event (need based) (§ 173.256.1)
- Administer the Public Safety Officer or Employee Grant Program for certain public employees and their families if the employee is killed or permanently and totally disabled in the line of duty (§ 173.260.2 & .4)
- Administer the Marguerite Ross Barnett Competitiveness Scholarship Program for students who are employed 20 hours or more per week while attending school part time (need based) (§ 173.262.3)
- *Administer the Missouri Teaching Fellows Program for educational loan repayments, to include maintaining a program coordinator position to identify, recruit, and select potential applicants for the program (§ 168.700)*
- Administer the Minority Teaching Scholarship Program (§ 161.415)
- Administer the Minority and Underrepresented Environmental Literacy Program (§ 173.240)
- Administer the Advantage Missouri Trust Fund, which provides loans and a loan forgiveness program for students in approved educational programs who become employed in occupational areas of high demand in the state; responsibilities include annually designating occupational areas of high demand and the degree programs or certifications that lead to employment in those areas (§§ 173.775.2 & 173.781)
- Make provisions for institutions to award tuition and fee waivers to certain students who have been in foster care or other residential care under the Department of Social Services (§ 173.270.1)
- May request information from public or private institutions to determine compliance with the requirement that no student receiving state need-based financial assistance receive financial assistance that exceeds the student's cost of attendance (§ 173.093)
- Administer the Veteran's Survivor Grant (§ 173.234.1)
- Administer the Vietnam Veteran's Survivor Grant (§ 173.236.1)
- Receive annual certification from all postsecondary institutions that they have not knowingly awarded financial aid to a student who is unlawfully present in the U.S. (§ 173.1110.3)

### **State Guaranty Agency under the Federal Family Education Loan Program<sup>3</sup>**

- Administer Missouri Student Loan Program (§§ 173.100 to .120 & .130 & .150 to .187; also Title IV, Part B of the Higher Education Act of 1965, as amended (20 U.S.C. §§ 1071 to 1087-2), and its implementing regulations in 34 C.F.R. §§ 433A, 485D & 682).

Responsibilities include:

- Establishing standards for determining eligible institutions, eligible lenders and eligible borrowers
- Processing applications
- Loan disbursement
- Enrollment and repayment status management
- Default awareness activities
- Collecting on defaulted borrowers
- School and lender training
- Financial literacy activities

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<sup>3</sup> As a result of provisions in the recently enacted Healthcare and Education Affordability Reconciliation Act, no new FFELP loans will be issued after June 30, 2010. However, the Guaranty Agency's statutory and regulatory obligations will continue as to loans still outstanding and guaranteed before that date.

- Providing information to students and families on college planning, career preparation, and paying for college
  - Administering claims
  - Compliance
- Provide information on types of financial assistance available to pursue a postsecondary education (§ 167.278)
- Act as a lender of last resort for students or schools that cannot otherwise secure loans (§ 173.110.3)
- Enter into agreements with and receive grants from U.S. government in connection with federal programs of assistance (§173.141)

### **Proprietary Schools**

- License and oversee all for-profit Missouri certificate or degree granting schools (§ 173.604.1)
- License and oversee some not-for-profit Missouri certificate or degree granting schools (§§ 173.604.1 & 173.616.1)
- License and oversee out-of-state higher education institutions offering instruction in Missouri (public out-of-state are exempt but go through program approval similar to in-state publics) (§§ 173.602 & 173.005.2(11)(b))
- License and oversee certain types of student recruitment by non-Missouri institutions (§ 173.602)
- Require annual recertification (§ 173.606.1)
- The Coordinating Board for Higher Education may establish appropriate administrative fees to operate certification program (§ 173.608.2)
- Allows for recertification every two years for institutions that have existed for at least five years combined with other requirements (§ 173.606.2)

### **Assignments in Statute to Serve on other State Boards**

- Missouri Higher Education Loan Authority (both the commissioner and a Coordinating Board for Higher Education member) (§ 173.360)
- Missouri Higher Education Savings Program (MOST) (§ 166.415.1)
- Missouri Workforce Investment Board (§ 620.511.3)
- Holocaust Commission (§ 161.700.3(1))
- Commission on Autism Spectrum Disorders (§ 633.200.3(6))
- Interagency Advisory Committee on Energy Cost Reduction & Savings (§ 8.843)
- Minority Environmental Literacy Advisory Committee (§ 173.240.7)
- Missouri Area Health Education Centers Council (§ 191.980)

### **Grants for Institutions/Faculty**

- Administer the Nurse Education Incentive Program (§ 335.203)
- Apply for, receive and utilize funds which may be available from private nonprofit foundations and from federal sources for research on higher education needs and problems in the state. (§ 173.050 (2))
- Serve as the official state agency to plan for, define and recommend policies concerning the allocation of federal funds where such funds, according to provisions of federal legislation, are to be received and allocated through an official state agency (§ 173.050 (1))