

# **Coordinating Board for Higher Education**

## **Agenda of Meeting**

**9:30 a.m.  
Wednesday  
June 3, 2015**

**Missouri State University  
Springfield, MO**

**COORDINATING BOARD FOR HIGHER EDUCATION**

**Betty Sims**, Chair, St. Louis

**Brian Fogle**, Vice-Chair, Springfield

**Carolyn Mahoney**, Secretary, Jefferson City

**Doug Kennedy**, Poplar Bluff

**Dalton Wright**, Conway

**Lowell C. Kruse**, St. Joseph

**TIME:** 9:30 a.m.  
Wednesday, June 3, 2015

**PLACE:** Missouri State University  
Plaster Student Union, Room 317  
901 South National Avenue  
Springfield, MO 65897

# Schedule of Events June 3, 2015

## Wednesday, June 3, 2015

7:30 a.m. – 9:00 a.m.

### **CBHE Work Session**

Missouri State University  
Plaster Student Union, Room 315  
901 S. National Ave.  
Springfield, MO 65897

## Wednesday, June 3, 2015

9:30 a.m. – 11:00 a.m.

### **CBHE / PAC Meeting**

Missouri State University  
Plaster Student Union, Room 317  
901 S. National Ave.  
Springfield, MO 65897

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 at (573) 751-1876, at least three working days prior to the meeting.

COORDINATING BOARD FOR HIGHER EDUCATION  
 June 3, 2015 – 9:30 a.m. – 11:00 a.m.  
 Missouri State University – Plaster Student Union Room 317  
 Springfield, MO

**AGENDA**

<b>Agenda Item Description</b>	<b>Tab</b>	<b>Presenter</b>
<b>General Business</b>		
<b><u>Action</u></b>		
1. Review Consent Agenda		
a. Minutes of the April 9, 2015, CBHE Meeting		
b. Distribution of Community College Funds	A	Leroy Wade
<b>Report of the Commissioner</b>		
<b><u>Information</u></b>		
1. Coordinated Plan update		David Russell
2. Presentation: Funding Higher Education		Dennis Jones
<b>Presidential Advisory Committee</b>		
<b><u>Information</u></b>		
1. Performance Funding Briefing	B	Jon Bauer Matt Simpson Paul Wagner
2. 2015 Legislative Session Final Report	C	Leroy Wade
<b>Budget and Financial Aid Committee</b>		
<b><u>Information</u></b>		
1. Student Loan Program Update	D	Leanne Cardwell
2. State Student Aid Status Report	E	Leroy Wade
<b>Academic Affairs and Workforce Needs Committee</b>		
<b><u>Action</u></b>		
1. Academic Program Actions	F	Rusty Monhollon
2. Dual Credit Policy Revision	G	Rusty Monhollon
3. Math Pathways Taskforce	H	Rusty Monhollon
<b><u>Information</u></b>		
1. Proprietary School Certification Actions and Reviews	I	Leroy Wade
2. Missouri Reverse Transfer	J	Rusty Monhollon
<b>Audit Committee</b>		
<b><u>Information</u></b>		
1. Report on Audit Committee Meeting		Doug Kennedy
<b>External Affairs Committee</b>		
<b>Dalton Wright, Chair</b>		
<b>General Business</b>		
<b><u>Action</u></b>		
1. Resolution of the Board		Betty Sims
<b><u>Information</u></b>		
1. Good and Welfare of the Board		
2. CBHE Members by Congressional District	K	
3. CBHE Statutory Functions	L	
<b><u>Action</u></b>		
1. Adjourn Public Session of Coordinating Board for Higher Education 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, Interim 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  
Northwest Missouri State University

(PAC Vice-Chair)

Dr. Ken Dobbins, President  
Southeast Missouri State University

Dr. Troy Paino, President  
Truman State University

Dr. Charles Ambrose, President  
University of Central Missouri

Mr. Timothy Wolfe, President  
University of Missouri System

Dr. R. Bowen Loftin, 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

Dr. Ronald Chesbrough, President  
St. Charles Community College

Dr. Dennis Michaelis, Interim Chancellor  
St. Louis Community College

Dr. Joanna Anderson, President  
State Fair Community College

Dr. Wesley Payne, Interim 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. James Evans, 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. Judy Robinson Rogers, President  
Cotter College

---

**Association Chairs**

**COPHE** - Dr. John Jasinski, President, Northwest Missouri State University  
**MCCA** – Dr. Cliff Davis, Vice Chancellor, Ozark Technical Community College  
**ICUM** – Dr. Ron Slepitz, President, Avila University

**COORDINATING BOARD FOR HIGHER EDUCATION  
MINUTES OF MEETING  
April 9, 2015**

The Coordinating Board for Higher Education met on Thursday, April 9, 2015, at Missouri Western State University, St. Joseph, MO. Madame Chair Betty Sims called the meeting to order at 10:00 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	
Lowell Kruse	X	
Carolyn Mahoney	X	
Betty Sims	X	
Dalton Wright	X	

**GENERAL BUSINESS**

Items on the consent agenda included the Minutes of the February 4, 2015, CBHE Meeting in Columbia, MO and the Distribution of Community College Funds. **Brian Fogle made a motion to approve the consent agenda in its entirety. Carolyn Mahoney seconded the motion. Motion passed unanimously.**

**REPORT OF THE COMMISSIONER**

Commissioner David Russell introduced the new MDHE General Council Jeremy Knee.

Dr. Russell gave an update on the Coordinated Plan. He stated that the next hearing is this afternoon at Heartland Foundation in St. Joseph and there is one tomorrow (April 10) at Metropolitan Community College – Penn Valley Health and Science Institute in Kansas City. The remaining public hearings will be June 3 at Ozark Technical Community College in Springfield and June 4 at Southeast Missouri State University in Cape Girardeau.

**PRESIDENTIAL ADVISORY COMMITTEE**

Don Claybomb chaired the Presidential Advisory Committee report.

***2015 Legislative Preview***

Deputy Commissioner Leroy Wade discussed higher education legislation, financial assistance legislation, STEM-related legislation and remediation-related legislation.

***Budget Update***

Mr. Wade discussed the FY 16 MDHE budget including: student financial assistance programs and special initiatives. He also covered college and university operating budgets, capital improvements and other items.

## **BUDGET AND FINANCIAL AID COMMITTEE**

Brian Fogle chaired the Budget and Financial Aid Committee report.

### *Certification for Participation in the Missouri Student Financial Assistance Programs*

**Brian Fogle made a motion to approve Nevada Regional Technical Center to participate in the state student financial assistance programs administered by the Coordinating Board for Higher Education until recertification of institutional eligibility occurs in September of 2019. Doug Kennedy seconded the motion. Motion passed unanimously.**

### *Student Loan Program Update*

Information was noted with no further discussion.

### *Missouri College Application Week*

Director of Communications and Marketing, Liz Coleman presented on Missouri College Application Week.

## **ACADEMIC AFFAIRS AND WORKFORCE NEEDS COMMITTEE**

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

### *Academic Program Actions*

**Carolyn Mahoney made a motion to approve the new off-site locations listed in this information item and the program changes and new program proposals listed in the attachment. Dalton Wright seconded the motion. Motion passed unanimously.**

### *Best Practices in Remedial Education Placement Guidelines*

Assistant Commissioner for Academic Affairs, Rusty Monhollon reported on Best Practices in Remedial Education Placement Guidelines.

### *Proprietary School Certification Actions and Reviews*

Information was noted with no further discussion.

### *Missouri High School Graduates Report*

Information was noted with no further discussion.

### *Improving Teacher Quality Grant Update*

Information was noted with no further discussion.

### *COTA Update*

Information was noted with no further discussion.

### *SARA Update*

Information was noted with no further discussion.

**Dalton Wright made a motion to adjourn the meeting. Brian Fogle seconded the motion. Motion passed.**

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Distribution of Community College Funds  
Coordinating Board for Higher Education  
June 3, 2015

### **DESCRIPTION**

State aid payments to community colleges will be made on a monthly basis. All FY 15 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. An additional component of state aid for FY 15 includes an appropriation of \$6,666,129 that was awarded based on improvement on specified performance measures, commonly known as performance funding.

An expenditure restriction made by the governor included a restriction of the performance funding dollars. This expenditure restriction was released by the governor in September 2014.

The total TAFP state aid appropriation for community colleges in House Bill 3 for FY 15, including performance funding, is \$139,987,623. With the release of the expenditure restriction on performance funding, the amount available to be distributed (TAFP appropriation less the three percent governor's reserve) is \$135,787,993.

The total payment of state aid distributions to community colleges for March and April 2015 is summarized below.

State Aid (excluding M&R) – GR portion	\$19,146,956
State Aid – Lottery portion	1,695,880
Performance Funding – GR portion	1,436,920
Performance Funding – Lottery portion	0
Maintenance and Repair	<u>607,346</u>
TOTAL	\$22,887,102

The total distribution of state higher education funds to community colleges during the period July 2014 through April 2015 is \$111,517,792.

### **STATUTORY REFERENCE**

Section 163.191, RSMo

### **RECOMMENDED ACTION**

Assigned to Consent Calendar

### **ATTACHMENT(S)**

None

Coordinating Board for Higher Education  
June 3, 2015

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Performance Funding Update  
Coordinating Board for Higher Education  
June 3, 2015

### **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 implantation of this statutory requirement.

### **Background**

In order to implement the statutory requirements of SB 492 and to make necessary adjustments to the already existing model, MDHE established a second performance funding task force. The task force included representatives from all three sectors of public higher education, legislative and governor's office staff, and MDHE staff. During the summer and fall of 2014, the task force reviewed and discussed questions and concerns regarding the existing five-measure model. In addition to these changes, the task force worked to develop plans for how the additional measure on job placement and continuing education would be implemented. In November of 2014, the CBHE adopted all recommended changes to the existing model.

Included among the recommendations adopted by the Coordinating Board at the meeting was the provision that FY 2016 should be used as a pilot year to assess the viability of the measure of job placement and graduate education selected by each sector and to provide sufficient time to assess the need for revision and improvement.

### **Community College Approach**

The MCCA proposal for this measure was that it be based on job placement, based on the 180-day follow-up report, of graduates of career and technical education and health related programs, as currently defined by the related federal program. During the discussion of this measure, concern was raised by the Coordinating board that this approach would exclude a substantial number of community college graduates from the measure. While it was understood AA and AS degrees are considered transfer degrees, the board felt that students receiving those degrees who do not transfer to other institutions but enter the workforce on the basis of that educational credential should be included in this measure. The final action by the CBHE was that the community colleges conduct further study of this issue and determine both the feasibility and the potential methodology for including these students in this measure.

Coordinating Board for Higher Education  
June 3, 2015

## Public Four-year Approach

The COPHE approach to this measure was that the measure be based on a survey of all graduates during an academic year administered within 12 months of graduation. Although the proposed process incorporated data from all graduates of undergraduate programs at these institutions, many issues remained unresolved due primarily to the fact that this survey process is entirely new. Expectations for minimum response rates and performance parameters, for example, will take time to develop as will the refinement of the survey instrument and process. .

## Current Status

Since the November meetings, institutions in both sectors have been working to develop an approach to the “sixth measure” requirement that provides statistical integrity within the framework of a manageable data collection process. Representatives of both MCCA and COPHE institutions will present information regarding methodology, timelines for collecting and reporting data, and lingering issues yet to be resolved.

## Conclusion

Missouri has a long history of support for performance funding. Although the “sixth measure” creates numerous challenges, by engaging in a collaborative and open process to address those challenges, MDHE staff believes this model will continue to receive broad support as a valid and meaningful method of allocating new funds appropriated to our public colleges and universities.

## **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

2015 Legislative Session Final Report  
Coordinating Board for Higher Education  
June 3, 2015

### DESCRIPTION

The 2015 legislative session has ended and there were several higher education-related bills passed in addition to the Fiscal Year 2016 budget. A report detailing the final status of all higher education-related legislation is provided as Attachment A. Information on the status of operating budget items is provided in Attachment B. Capital improvement appropriations are detailed in Attachment C.

### Legislative Action

At the time of printing, the following legislation was truly agreed to and finally passed by the General Assembly and is awaiting signature by the Governor.

#### ***SB 93 (Sen. Emery/Rep. Brattin) – Campus Free Expression Act***

This bill is identified as the Campus Free Expression Act. The act designates the outdoor areas of campuses of public institutions of higher education to be traditional public forums and states that any person may freely engage in expressive activity so long as the person's conduct is not unlawful and does not materially and substantially disrupt the institution's functioning.

#### ***SB 104 (Sen. Kraus/Rep. Dugger) – St. Louis Community College Board of Trustees***

In addition to making several changes relating to public election candidates and certain urban school boards, the act requires that the board of trustees of the St. Louis Community College District be composed of seven members. The seventh member of the SLCC board of trustees is to be appointed by the Coordinating Board for Higher Education.

#### ***SB 224 (Sen. Romine/Rep. Fitzpatrick) – A+ Student Eligibility***

This legislation requires a student to be a United States citizen or permanent resident in order to be eligible to receive reimbursements from the A+ Schools Program

#### ***SB 334 (Sen. Nasheed/Rep. Cookson) – Harris-Stowe State University/Public Four-year Institutions***

This act repeals an obsolete statutory provision that limits former state teachers colleges from conferring postgraduate degrees except those necessary to the training of teachers or degrees other than those in education and arts and sciences. The act also broadens the degree programs that Harris-Stowe State University may offer including baccalaureate degree programs and graduate degree programs, subject to approval of the Coordinating Board for Higher Education.

Coordinating Board for Higher Education  
June 3, 2015

Finally, it specifies that three additional counties (Andrew, Clinton, and DeKalb) will be considered part of the historic service region for Northwest Missouri State University for the sole purpose of the composition of its board of regents.

***SB 366 (Sen. Schmitt/Rep. Alferman) – MOST College Savings Program***

The bill allows participants in the MOST college savings program to elect to contribute all or part of their income tax refund to their MOST account via direct deposit. It also exempts refunds of qualified higher education expenses in connection with withdrawal from an eligible education institution from state income taxation when the refund is contributed to a qualified tuition savings program within 60 days of withdrawal.

***HB567 (Rep. Dunn/Sen. Chappelle-Nadal) – Alpha Phi Alpha Day***

The act designates December 4 as "Alpha Phi Alpha Day" in Missouri in honor of the first black intercollegiate Greek-letter fraternity established for African-Americans.

The following bill was passed by the General Assembly and has been signed by the Governor.

***HB 259 (Rep. Reiboldt/Sen. Munzlinger) – Missouri Dairy Revitalization Act***

This bill is titled the Missouri Dairy Revitalization Act of 2015. The bill requires the University of Missouri's Commercial Agriculture Program to conduct an annual study of the dairy industry and requires the Department of Agriculture to create and administer a dairy producer margin insurance premium assistance program and the Missouri Dairy Scholars Program. The Scholars Program would provide up to 80 scholarships in the amount of \$5,000 each to students who agree to work in the agriculture industry in Missouri for at least two years for every year the recipient receives the scholarship and work in a dairy-related field for at least three months.

The following higher education bills were not passed by the General Assembly but garnered substantial interest and support:

***HB 272/SB 299 (Rep. Hoskins/Sen. Pearce) – Bright Flight Expansion***

This bill proposed changes to the Bright Flight program similar to those introduced in the last session. The proposal would have revised several student eligibility requirements for the program, including requiring individuals to complete a certain number of credit hours per year in order to maintain eligibility. The bill would also have increased the total possible award by establishing a forgivable loan component within the program. Recipients that remained in Missouri to work and live would be eligible for loan forgiveness.

***HB 210 (Rep. Conway) – Community College Police***

This bill would have allowed community college boards of trustees and college police officers to establish regulations to control vehicular traffic on any thoroughfare owned or maintained by the college.

***SB 113 (Sen. Dixon) – Higher Education Statutes Clean Up***

This bill would have updated references to higher education statutes that have been previously repealed.

***HB 33 (Rep. Walker) – Public Safety Officer Survivor Benefits***

This bill would have added uniformed employees of the State Fire Marshall's Office and their children and spouses and specified emergency medical technicians and their children and spouses to the list of those eligible to receive a public safety officer or employee survivor grant.

**FY16 Budget**

At the time of printing, all operating budget bills have been signed by the governor.

**College and University Operating Budgets**

Core funding was increased in FY16 as compared to FY15 as a result of the reallocation of the FY15 performance funding dollars into each institution's core. The FY16 core appropriation for all institutions, prior to any withholdings or spending restrictions, is \$917,394,114. A total increase of \$12 million was appropriated to be distributed to institutions based on the performance funding model adopted by the CBHE. In addition, the appropriation included an equity adjustment of \$5,540,000 for community colleges and \$460,000 for the State Technical College of Missouri. This brings the total appropriation for institutional operations to \$935,394,114, an increase of approximately two percent.

**Capital Improvements**

For the first time in several years, higher education institutions were included in a substantial way in the capital improvements appropriation process. This includes funds for repair and renovation using bond funds authorized by General Assembly action last year and through the Higher Education Capital Fund process, which requires that institutions provide a 50 percent match to state funding. These bills (HB 17 and 19) have been passed by the General Assembly but are currently awaiting action by the Governor. The capital improvements appropriation from all fund sources totaled \$274,875,000. Information about individual funded projects is attached.

**House Bill 3**

Several changes were made by the General Assembly to MDHE's FY16 budget request which will impact several areas of the department:

- The preamble of the bill contains language pertaining to students with an unlawful immigration status. That language requires that no funds appropriated in the bill can be expended at public colleges and universities that offer a tuition rate to a student with an unlawful immigration status that is less than the tuition charged international students and no scholarship funds can be expended on behalf of those same students.
- The department had requested an additional line item of \$10,000 to authorize spending funds received from a Midwest Higher Education Compact/Lumina grant for the purpose of participating in the Multi-state Collaborative on Military Credit. This item was added by the Senate and is contained in the final bill.
- Reflecting increased membership fees, the House had recommended an increase for the Midwest Higher Education Compact to \$115,000. This funding level was maintained in the final bill.

Several changes were made to MDHE-administered student financial assistance programs. Amounts reported below are funds available for expenditure in the TAFP version of the bill and do not reflect any withholdings or spending restrictions by the Governor.

- Bright Flight Program: The total transfer for FY16 will be \$17,476,666, no change from the amount available for FY15. Earlier this spring, the Governor released \$4 million in restricted funds appropriated for FY15. Due to the timing of the release, these funds cannot be awarded in FY15 but will be carried over into FY16. However, due to spending authority limits, it is unclear if MDHE will be able to fully fund statutory maximum awards for the top three percent. It is unlikely the top fourth and fifth percentiles will receive awards.
- Access Missouri Program: The total transfer for FY16 for this program will be \$59,682,507, which maintains the funding available for FY15. In addition, the Governor recently released \$11 million in funds that had been restricted for FY15. As with the release of Bright Flight funds, MDHE is unable to spend those funds in the current fiscal year. They will be available to the program for FY16. Current estimates indicate this funding level should raise award levels to near 65 percent of the statutory maximums.
- A+ Scholarship Program: An additional \$2 million dollars was added to the A+ Scholarship Program for FY16. A total of \$35,113,326 was appropriated for the upcoming fiscal year. It is too early to confirm whether this appropriation level will be sufficient to continue to fully fund the program without the need for a supplemental appropriation or other action to control program growth.
- Other Financial Aid Programs: All other scholarship programs administered by the department saw no changes in appropriated funds from FY15.
- Loan Program: During Senate Appropriations Committee consideration of the MDHE budget request, substantial reductions were made to several areas of the student loan program. The department response included justifications for the necessary levels in this program but offered some reductions that would not negatively impact program operations. Those changes included reductions to loan program administration, collections payment transfer

and the loan revolving fund. Fortunately, the conference committee report accepted the recommendation of MDHE and the final bill reflects that position.

### **Special Initiatives**

#### **MSU-UMKC Pharmacy/Doctorate Program**

The TAFP bill includes \$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.

#### **MSU Occupational Therapy Program**

Missouri State University received a continuing appropriation of \$1,325,000 for an Occupational Therapy program in Springfield and for the expansion and strengthening of allied health programs at the West Plains campus.

#### **UM Medical School**

A continuing appropriation of \$10 million was made to the University of Missouri for the expansion of its medical student class size and the establishment of a Springfield clinic campus as part of a public-private partnership with two hospitals.

#### **Equity Adjustments**

As referenced earlier, an appropriation of \$5,540,000 was made to MDHE for distribution to the public community colleges for the purpose of an equity adjustment. In addition, an equity adjustment appropriation of \$460,000 was also included for the State Technical College of Missouri.

#### **Land Grant Match**

Lincoln University received a \$500,000 appropriation to assist the institution with meeting its federal land grant match requirement.

### **Other Items**

The final bill includes appropriations for the following items listed as University of Missouri-related:

- Missouri University Press - \$75,000 to print the state manual
- Missouri Telehealth Network – continued funding of \$1,937,640
- International Collaboration – continued funding of \$300,000 for UM-St. Louis
- Neighborhood Initiative –\$500,000 appropriation for the Centers for Neighborhood Initiative at UM-Kansas City
- Missouri Kidney Program – continued funding of \$1,750,000
- Spinal Cord Injury Research – continued funding of \$1,500,000
- State Historical Society – continued funding of \$2,210,855
- State Seminary Fund – reduction of \$1 million to \$3,275,000

**STATUTORY REFERENCE**

Chapter 173, RSMo, Department of Higher Education

**RECOMMENDED ACTION**

This is an information item only.

**ATTACHMENT**

Attachment A – 2015 DHE Weekly Legislative Report – 5/15/15

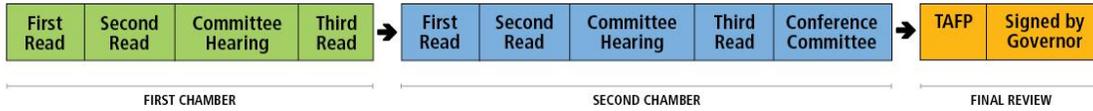
Attachment B – FY16 Higher Education Operating Budget Status (HB 3)

Attachment C– FY16 Capital Improvements Appropriations



## LEGISLATIVE UPDATE

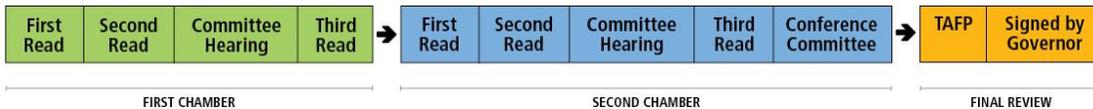
May 15, 2015



### Summary of Legislation Impacting Higher Education

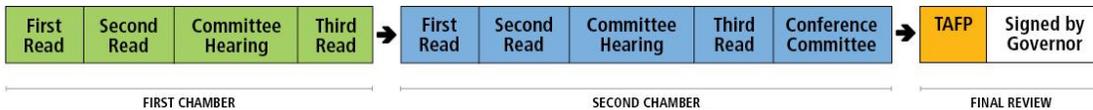
**HB 3 Flanigan** Appropriations – Higher Education: Appropriates money for the expenses, grants, refunds and distributions of the Department of Higher Education.

**Bill History** Committee:



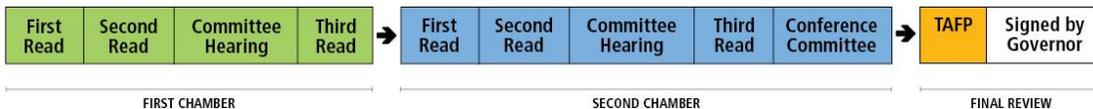
**HB 17 Flanigan** Appropriations – Capital Improvement: Re-appropriates money for capital improvement and other purposes as provided in Article IV, Section 28 of the Missouri Constitution. This list includes projects for the University of Missouri, North Central Missouri College, Southeast Missouri State University, and Crowder College.

**Bill History** Committee:



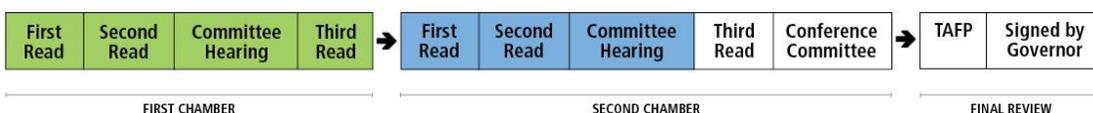
**HB 19 Flanigan** Appropriations – Capital Improvement: Appropriates money for capital improvement. This list includes projects for Crowder College, East Central College, Jefferson College, Metropolitan Community College, Mineral Area College, Moberly Area Community College, North Central Missouri College, Ozarks Technical Community College, St. Charles Community College, St. Louis Community College, State Fair Community College, Three Rivers Community College, State Technical College of Missouri, University of Central Missouri, Southeast Missouri State University, Missouri State University, Lincoln University, Truman State University, Northwest Missouri State University, Missouri Southern State University, Missouri Western State University, and the University of Missouri.

**Bill History** Committee:



**HB 33 Walker** Survivor's/disabled employee's education grant program: Adds 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.

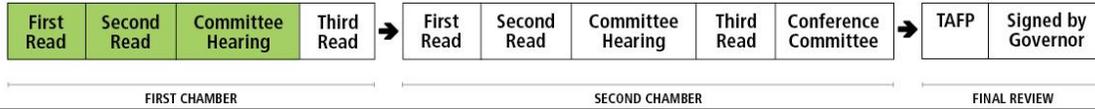
**Bill History** Committee:



HB 82 Mims

Policies on student favoritism: Requires public institutions of higher education to adopt policies on student favoritism by September of 2016. 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.

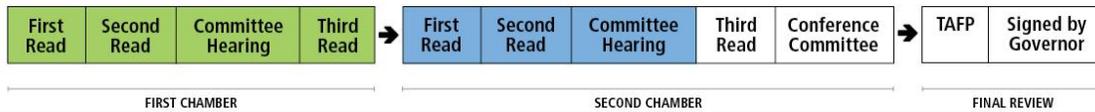
Bill History Committee:



HB 104 Haahr

Student Freedom of Association Act: Creates the Student Freedom of Association Act. The act prohibits public colleges and universities from taking any action or enforcing any policy that denies a religious student association any benefit available to any other student association, or discriminating against a religious student association.

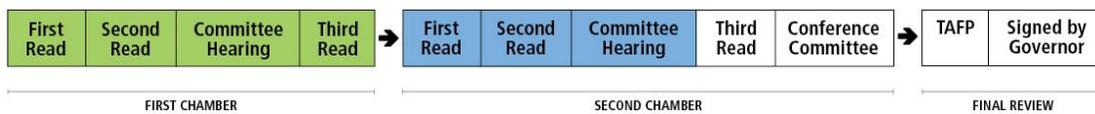
Bill History Committee:



HB 112 Franklin

Health care workforce analysis: 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.

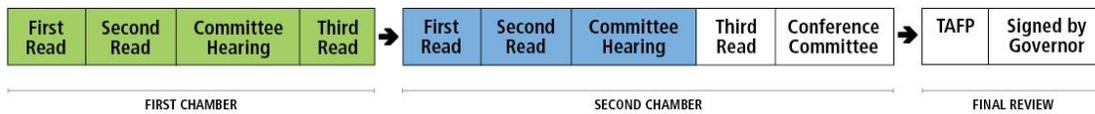
Bill History Committee:



HB 120 Davis

Password Privacy Protection Act: Establishes the Password Privacy Protection Act. Education institutions shall not require, request or coerce students to disclose the user name and password to, or to access in the presence of a school employee or volunteer, their personal social media accounts. It shall be an unlawful employment practice for an educational institution to violate the statute.

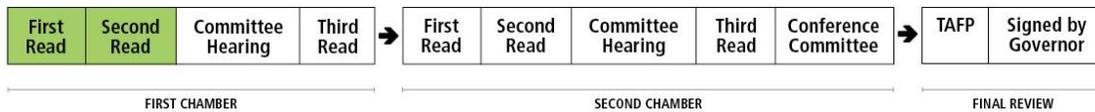
Bill History Committee:

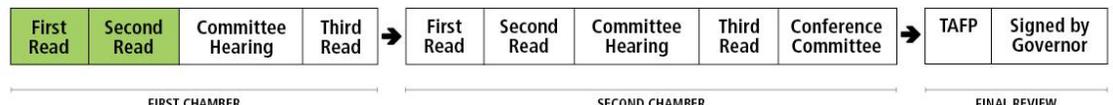
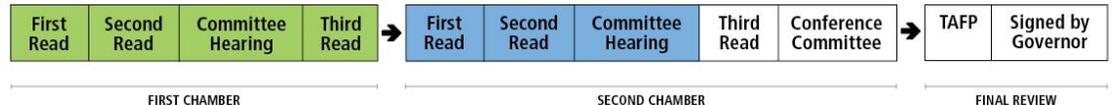
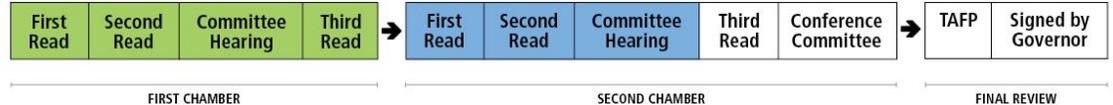
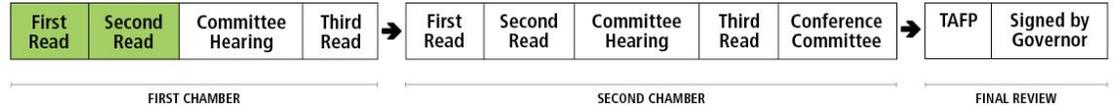
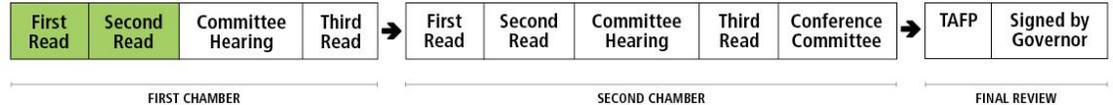


HB 140 Reiboldt

MO Dairy and Ag Education Act: Establishes the Missouri Dairy and Agriculture Education Act. The act requires the Department of Agriculture to administer a dairy producer margin insurance program and establish the Missouri Agriculture Education Scholarship Program. The scholarship program would provide scholarships to up to 100 students who are enrolled in an agriculture education program and are committed to working in the agriculture industry in Missouri.

Bill History Committee: [House Standing Committee on Agriculture Policy](#)

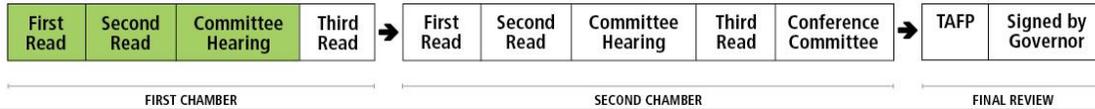


<p><b>HB 155</b>     <b>Gardner</b></p>	<p><u>Health Care Professionals Cultural Competency Act</u>: Requires all health care professionals in this state to complete cultural competency training in school and as continuing education for licensure, certification or registration.</p> <p><b>Bill History</b>     Committee: <a href="#">House Standing Special Committee on Urban Issues</a></p> 
<p><b>HB 187</b>     <b>Fitzpatrick</b></p>	<p><u>Postsecondary education public benefits</u>: Provides that no student in unlawful status in the United States shall receive a postsecondary education public benefit, which includes institutional financial aid awarded by public postsecondary educational institutions and state-administered postsecondary grants and scholarships awarded by all postsecondary educational institutions. Prohibits public institutions of higher education from offering tuition rates to unlawful status students that are less than the rate charged to citizens of the United States whose residence is not illegal. It also deletes the statutory provision that makes students enrolled in programs leading to divinity or theological degrees ineligible to receive state student assistance.</p> <p><b>Bill History</b>     Committee: <a href="#">Senate Education Committee</a></p> 
<p><b>HB 210</b>     <b>Conway</b></p>	<p><u>Community college police</u>: Allows community college boards of trustees and college police officers to establish regulations to control vehicular traffic on any thoroughfare owned or maintained by the college.</p> <p><b>Bill History</b>     Committee:</p> 
<p><b>HB 219</b>     <b>Wilson</b></p>	<p><u>Child Support</u>: Specifies that a parent ordered to pay child support shall not be ordered to also pay for the educational expenses of the child attending an institution of vocational or higher education.</p> <p><b>Bill History</b>     Committee: <a href="#">House Standing Committee on Civil and Criminal Proceedings</a></p> 
<p><b>HB 244</b>     <b>Butler</b></p>	<p><u>Economic-Education Partnership Act</u>: Establishes the Economic-Education Partnership Act, which allows an employer with facilities in Missouri who provides educational benefits to a qualified individual pursuing health care, engineering, or information technology to have up to 100% of the withholding tax from the employer's employees retained up to the amount of educational benefits provided for a period of five years. The amount withheld shall not exceed \$2 million and to receive the withholding tax, the employer must enter into an agreement with the Department of Economic Development.</p> <p><b>Bill History</b>     Committee: <a href="#">House Standing Committee on Economic Development and Business Attraction and Retention</a></p> 

HB 253 Berry

Tax Credit for Student Loan Repayment: Authorizes a tax credit for student loan repayment. Students who graduate from a qualified educational institution with a degree in science, engineering, technology or mathematics with a cumulative GPA of at least 2.5 and have student loans as a result may claim a tax credit against their tax liability for an amount equal to \$5,000 for up to six years. Students who relocate to Missouri with a STEM degree and have student loans as a result may claim a tax credit against their tax liability for an amount equal to \$3,000 for up to ten years.

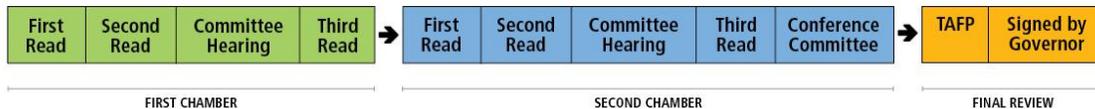
Bill History Committee:



HB 259 Reiboldt

Missouri Dairy Revitalization Act of 2015: Creates the Missouri Dairy Revitalization Act of 2015, which creates the Missouri Dairy Industry Revitalization Fund. The Act requires the University of Missouri's Commercial Agriculture Program to conduct an annual study of the dairy industry and requires the Department of Agriculture to create and administer a dairy producer margin insurance premium assistance program and the Missouri Dairy Scholars Program. The Scholars Program would provide up to 80 scholarships in the amount of \$5,000 each to assist with the costs of tuition to students who agree to work in the agriculture industry in Missouri for at least two years for every year the recipient receives the scholarship and work in a dairy-related field for at least three months.

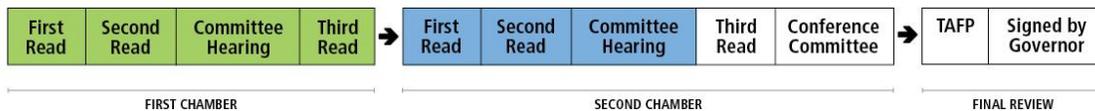
Bill History Committee:



HB 272 Hoskins

Higher Education Academic Scholarship Program: Changes eligibility requirements for the program commonly known as Bright Flight and expands the program to include a forgivable loan component.

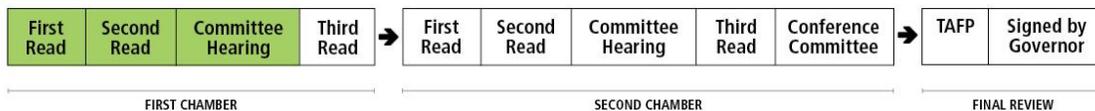
Bill History Committee:



HB 298 Hoskins

Education Tax Credit: Authorizes an employer to retain an employee's state withholding tax for five years if the employee has graduated from a Missouri innovation campus with a bachelor's degree in science, engineering, technology or mathematics after April 30, 2016.

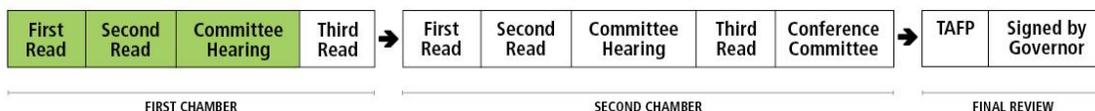
Bill History Committee: [House Standing Committee on Economic Development and Business Attraction and Retention](#)



HB 365 Spencer

Student Accountability Act: Establishes the Student Accountability Act that requires a student score proficient or higher on a state assessment in order to receive a high school academic diploma. Every public institution of higher education shall recognize the high school academic diploma as sufficient for a student to be placed in the first college-level course of mathematics and English composition that is recognized for the forty-two-hour general education core requirements.

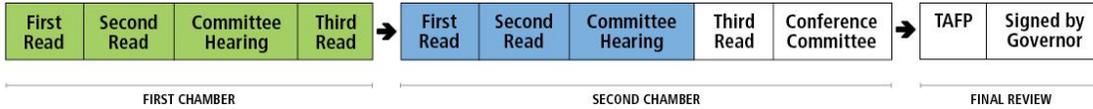
Bill History Committee: [House Standing Committee on Elementary and Secondary Education](#)



HB 377 Swan

Remediation Prevention in School: 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. The district policy must require academic and career counseling to take place sufficiently prior to graduation. The Department of Higher Education must develop a report that analyzes the results of the remediation rate report relative to student performance on the statewide assessments for English I and Algebra I.

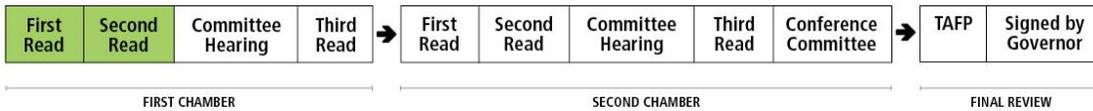
Bill History Committee:



HB 397 Peters

Expired, sunset & obsolete statutes: Repeals expired, sunset and obsolete statutory provisions, including those related to the Higher Education Scholarship Program.

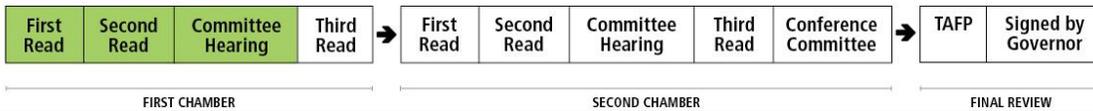
Bill History Committee:



HB 408 Brattin

Campus Free Expression Act: Establishes the "Campus Free Expression Act". Any person who wishes to engage in expressive activity on campus shall be permitted to do so freely, as long as their conduct is not unlawful and does not materially and substantially disrupt the functioning of the institution.

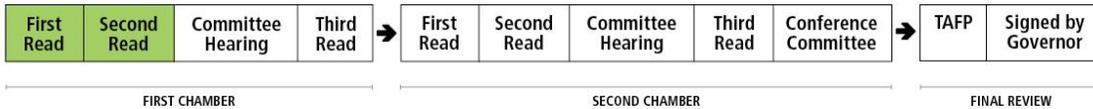
Bill History Committee: [House Select Committee on Education](#)



HB 412 Peters

Higher education institution policies on sexual assault: Requires the governing boards of institutions of higher education to adopt policies concerning sexual assault, domestic violence, dating violence, and stalking in order to receive state funds for student aid

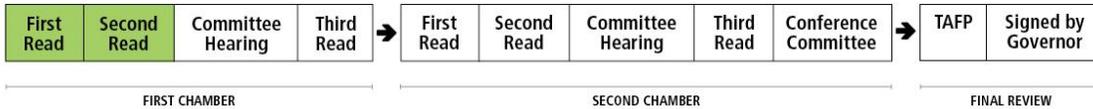
Bill History Committee: [House Standing Committee on Higher Education](#)



HB 435 Morgan

MO Tuition Equity Act: Establishes the Missouri Tuition Equity Act which changes how a Missouri resident is defined for purposes of tuition, fees and admission.

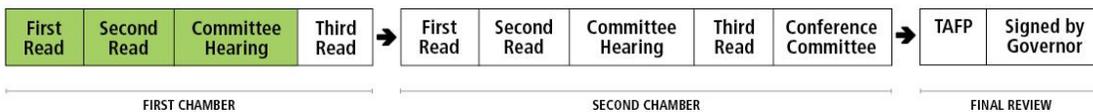
Bill History Committee: [House Standing Committee on Elementary and Secondary Education](#)

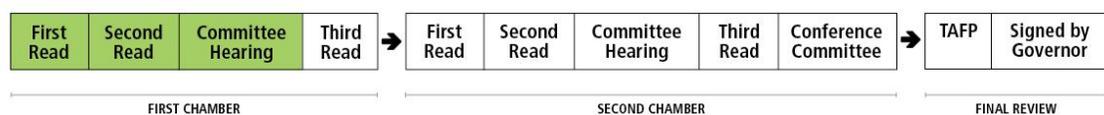
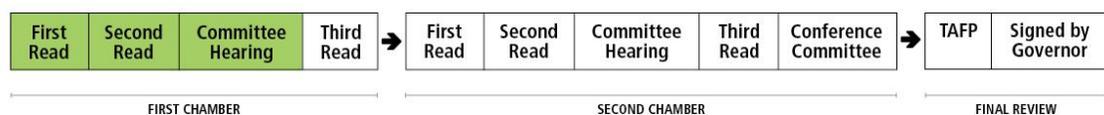
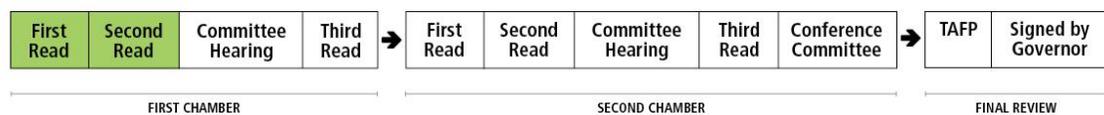
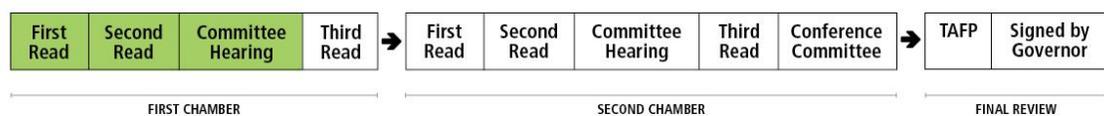
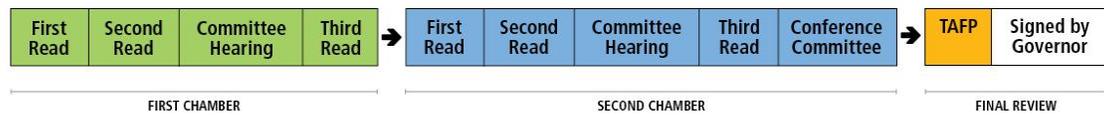


HB 436 Moon

Campus Free Expression Act: Establishes the "Campus Free Expression Act". Any person who wishes to engage in expressive activity on campus shall be permitted to do so freely, as long as their conduct is not unlawful and does not materially and substantially disrupt the functioning of the institution.

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

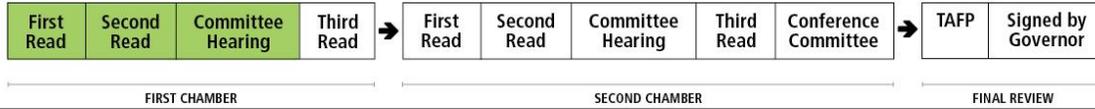


<p>HB 451 English</p>	<p><u>Expands A+ Schools Program</u>: Expands the A+ Schools Program to graduates of any Missouri high school that meets the program requirements.</p> <p>Bill History Committee:</p> 
<p>HB 464 Rowden</p>	<p><u>Board of curators of the University of MO</u>: No member of the Board of Curators of the University of Missouri shall vote to appoint to, hire, or in any way employ in any position in the university any person who appointed him or her to the board.</p> <p>Bill History Committee:</p> 
<p>HB 470 Smith</p>	<p><u>College Credit Disclosure Act</u>: Establishes the College Credit Disclosure Act that requires most nationally accredited higher education institutions to disclose before enrollment that they are not regionally accredited and credit transfer may be limited.</p> <p>Bill History Committee: <a href="#">House Standing Committee on Higher Education</a></p> 
<p>HB 520 Hicks</p>	<p><u>STEM Internship Incentive</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> 
<p>HB 567 Dunn</p>	<p><u>Alpha Phi Alpha Day</u>: Designates December 4 as "Alpha Phi Alpha Day" in Missouri in honor of the first black intercollegiate Greek-letter fraternity established for African-Americans.</p> <p>Bill History Committee:</p> 

HB 574 Haahr

Missouri Civics Education Initiative: Establishes the “Missouri Civics Education Initiative” which requires every high school student attending any public, charter or private school to complete and pass a basic civics test similar to the civics portion of the United States Naturalization test in order to receive a high school diploma, certificate of high school graduation or a high school equivalency certificate – **MERGED WITH HB 578.**

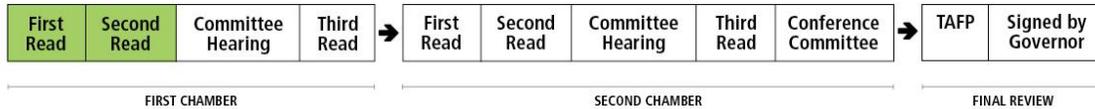
Bill History Committee:



HB 577 P. Fitzwater

Student Eligibility for A+ Program: Requires a student to be a United States citizen or permanent resident in order to be eligible to receive reimbursements from the A+ Schools Program.

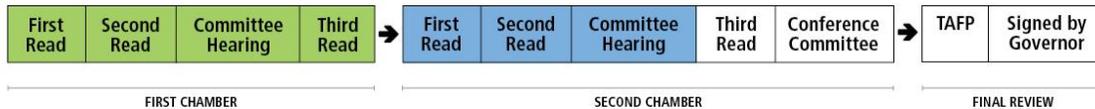
Bill History Committee: [House Standing Committee on Emerging Issues in Education](#)



HB 578 Swan

Missouri Civics Education Initiative: Establishes the “Missouri Civics Education Initiative” which requires every high school student attending any public, charter or private school to complete and pass a basic civics test similar to the civics portion of the United States Naturalization test in order to receive a high school diploma, certificate of high school graduation or a high school equivalency certificate.

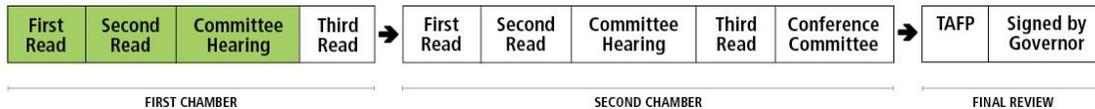
Bill History Committee:



HB 584 LaFaver

Missouri Civics Education Initiative: Establishes the “Missouri Civics Education Initiative” which requires every high school student attending any public, charter or private school to complete and pass a basic civics test similar to the civics portion of the United States Naturalization test in order to receive a high school diploma, certificate of high school graduation or a high school equivalency certificate – **MERGED WITH HB 578.**

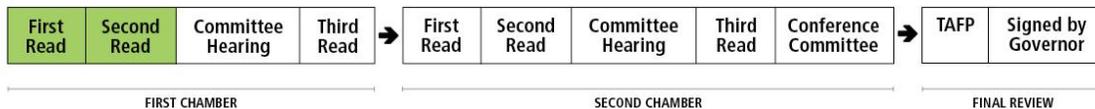
Bill History Committee:



HB 595 Anders

Institutions of higher education report sexual assault/misconduct: Requires public institution of higher education staff members to report alleged sexual assault and misconduct cases directly to local law enforcement and to cooperate in any subsequent investigation.

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



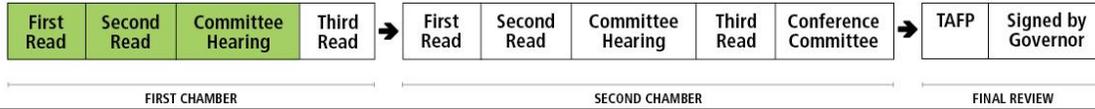
<p><b>HB 598</b>    <b>McGaugh</b></p>	<p><u>Alpha Gamma Rho Day</u>: Designates April twenty-fourth of each year as "Alpha Gamma Rho Day" in Missouri in honor of the founding of the first social-professional agricultural fraternity in the state.</p> <p><b>Bill History</b>    Committee: <b>House Standing Committee on Trade and Tourism</b></p>
<p><b>HB 653</b>    <b>Gardner</b></p>	<p><u>State teachers colleges/degree granting authority</u>: Modifies provisions relating to the name of state teachers colleges and broadens the degree granting authority of the board of regents of Harris-Stowe State University to include baccalaureate and graduate degree programs.</p> <p><b>Bill History</b>    Committee:</p>
<p><b>HB 676</b>    <b>Rowden</b></p>	<p><u>Education Innovation Investment Act</u>: Establishes the Education Innovation Investment Act that creates tax incentives for businesses and individuals working in unused or vacant areas of public institutions of higher learning. An eligible business shall be allowed to subtract fifty percent of the eligible business's business income from their federal adjusted gross income when determining Missouri adjusted gross income. In addition, a qualified taxpayer shall be allowed to subtract \$10,000 of the qualified taxpayer's income from their adjusted gross income when determining Missouri adjusted gross income.</p> <p><b>Bill History</b>    Committee:</p>
<p><b>HB 682</b>    <b>Johnson</b></p>	<p><u>MO Jobs for Education Program</u>: Establishes the Missouri Jobs for Education Program to provide a tuition credit for certain business owners or companies who create new full-time jobs. The tuition credit will be equal to the amount of the withholding taxes withheld which can be used towards tuition at any approved public institution of higher education in the state.</p> <p><b>Bill History</b>    Committee:</p>
<p><b>HB 687</b>    <b>Fitzpatrick</b></p>	<p><u>State aid for divinity or theological degrees</u>: Deletes the statutory provision that makes students enrolled in programs leading to divinity or theological degrees ineligible to receive state student assistance.</p> <p><b>Bill History</b>    Committee: <b>House Standing Committee on Higher Education</b></p>

<p>HB 688 Fitzpatrick</p>	<p><u>Tuition rates for unlawful status students</u>: Prohibits public institutions of higher education from offering tuition rates to unlawful status students that are less than the rate charged to citizens of the United States whose residence is not illegal.</p> <p>Bill History Committee: <a href="#">House Standing Committee on Higher Education</a></p>
<p>HB 831 Cierpiot</p>	<p><u>Curriculum Transparency Act</u>: Requires public colleges and universities to publicize their curriculum for any degree offered by the institutions. The CBHE must establish rules and regulations to ensure that each approved public institution posts the required curriculum for all degrees offered by the institution on its website.</p> <p>Bill History Committee: <a href="#">House Standing Committee on Higher Education</a></p>
<p>HB 867 Frederick</p>	<p><u>Depression screening for medical students</u>: Establishes an online survey for the screening of medical students for risk of depression and the reporting of the prevalence of at-risk medical students using nonidentifying aggregate totals.</p> <p>Bill History Committee:</p>
<p>HB 902 Curtis</p>	<p><u>Identification of students needing remedial courses</u>: Requires school districts and charter schools to identify students needing remedial coursework and implement a virtual school program to assist the identified students.</p> <p>Bill History Committee: <a href="#">House Standing Committee on Elementary and Secondary Education</a></p>
<p>HB 903 Curtis</p>	<p><u>Committee for Entrepreneurs</u>: Establishes the Committee for Entrepreneurs within the Department of Economic Development and a grant program for certain accelerated computer programming programs.</p> <p>Bill History Committee: <a href="#">House Standing Committee on Economic Development and Business Attraction and Retention</a></p>
<p>HB 904 Curtis</p>	<p><u>8 in 6 Program</u>: Establishes the 8 in 6 Program within the Department of Elementary and Secondary Education. Under this program, grades seven through twelve and the first two years of college or professional-technical preparation are compressed into six years. Participating students must take one or two online courses during the summer and dual credit courses during their junior and senior years in high school. A student who successfully completes the program will conclude high school with an associate's degree.</p> <p>Bill History Committee: <a href="#">House Standing Committee on Elementary and Secondary Education</a></p>

HB 905 Curtis

College tuition rates: Requires one-third of any tuition increase by a public institution of higher education to be designated for faculty improvement. It also prohibits a public higher education institution from charging a Missouri resident who is a continuously enrolled, full-time student, as defined by the bill, a tuition rate that exceeds the amount charged when the student first enrolled for the five years following initial enrollment.

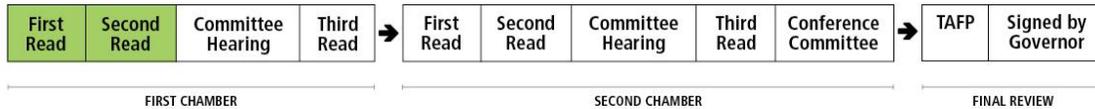
Bill History Committee: [House Standing Committee on Higher Education](#)



HB 912 Cornejo

Password protection: 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.

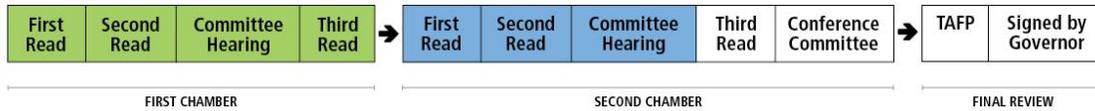
Bill History Committee: [House Standing Committee on Civil and Criminal Proceedings](#)



HB 982 Rowden

UM extension councils: 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.

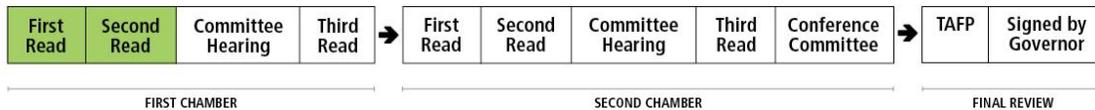
Bill History Committee:



HB 986 Peters

Missouri Promise Scholarship Act: Establishes the "Missouri Promise Scholarship Act" for Missouri residents who meet certain terms and conditions and who attend an eligible postsecondary institution. Scholarship awards would be capped at the average tuition and fee rate for public community colleges and may be earned for a maximum of two and a half years. Students receiving A+ awards would be ineligible.

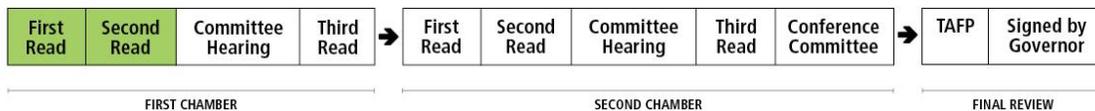
Bill History Committee: [House Standing Committee on Higher Education](#)



HB 1011 Rowden

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

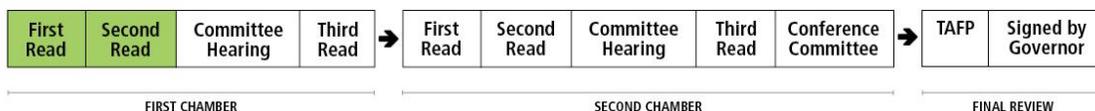
Bill History Committee: [House Standing Committee on Higher Education](#)



HB 1050 English

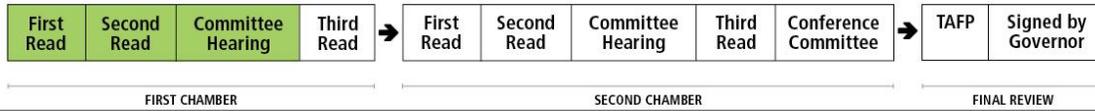
Missouri Civics Education Initiative: Establishes the "Missouri Civics Education Initiative" which requires every high school student attending any public, charter or private school to complete and pass a basic civics test similar to the civics portion of the United States Naturalization test in order to receive a high school diploma, certificate of high school graduation or a high school equivalency certificate.

Bill History Committee: [House Standing Committee on Elementary and Secondary Education](#)



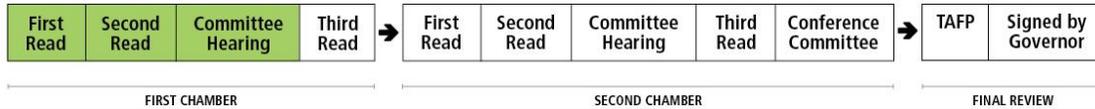
**HB 1060 Richardson** Tax refunds to MOST accounts: Allows for a taxpayer to indicate on tax filings to redirect the taxpayer's refund, if applicable, to a MOST account.

**Bill History** Committee:



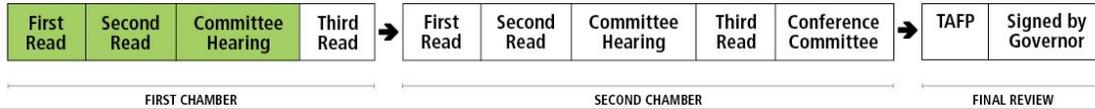
**HB 1083 Leara** Psychologist licensure: Provides that a degree in a program accredited by the Psychological Clinical Science Accreditation System meets various psychologist licensure requirements.

**Bill History** Committee:



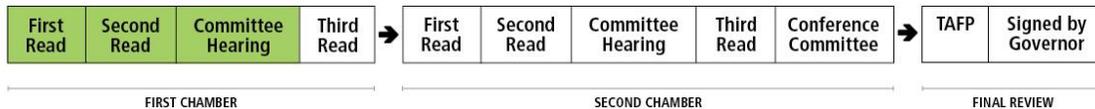
**HB 1088 Parkinson** Computer programming coursework: Requires computer programming coursework offered by a public school or postsecondary institution to be treated as a foreign language for academic credit purposes.

**Bill History** Committee: [House Standing Committee on Elementary and Secondary Education](#)



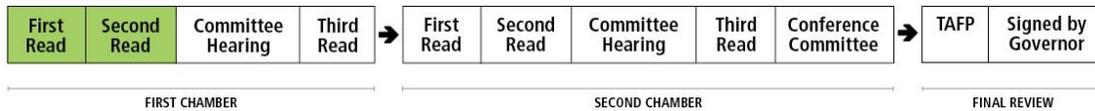
**HB 1092 Swan** Postsecondary course options: Changes the law on postsecondary course options by broadening the definition of schools allowed to cooperate with public high schools to offer those options.

**Bill History** Committee:



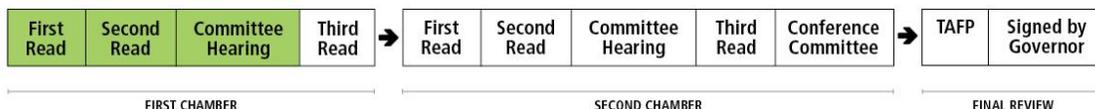
**HB 1104 McManus** Missouri Workforce Investment Scholarship Act: Establishes the "Missouri Workforce Investment Scholarship Act" for Missouri residents who meet certain terms and conditions and who attend an eligible postsecondary institution. A scholarship award would cover the cost of tuition and mandatory fees at the eligible postsecondary institution attended less all other gift aid and may be earned until the student has earned a certificate, diploma or associate degree. Students receiving A+ awards would be ineligible.

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



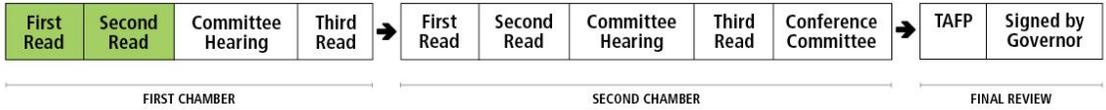
**HB 1165 Brattin** Higher education institution available information: Requires each public college and university to post on its website or publish in its course catalog specified information for each degree that it offers including the estimated cost to obtain the degree, types of employment opportunities, the current job market, the number and percentage of students with the degree who get a job within one year of graduation and their average income, and the number and percentage of students with the degree who are employed in a field closely related to the degree program within one year of graduation.

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



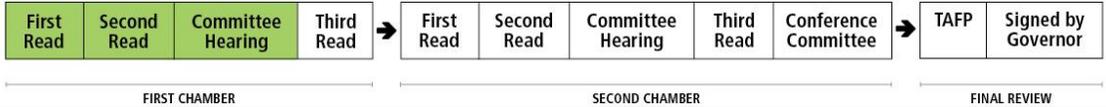
**HB 1232** [Walton Gray](#) Pay Forward, Pay Back Pilot Program: Requires the Department of Higher Education to consider the establishment of a Pay Forward, Pay Back pilot program to replace the current system of charging tuition and fees to attend a public higher education institution.

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



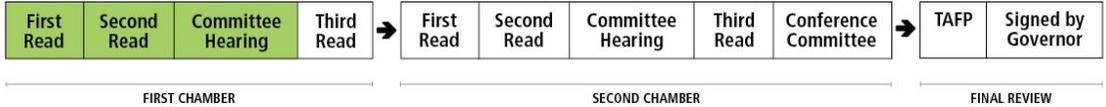
**HB 1254** [Lichtenegger](#) Virtual institutions: Changes the law by adding virtual institutions to the “Access Missouri Financial Assistance Program”.

**Bill History** Committee:



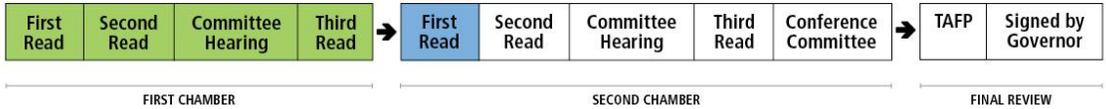
**HB 1331** [Parkinson](#) Health insurance: Specifies that public universities shall not bind students to third-party contracts for health insurance without written approval.

**Bill History** Committee:



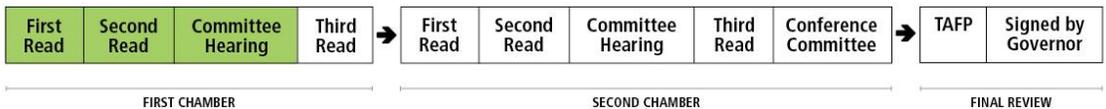
**HCR 27** [McGaugh](#) Alpha Gamma Rho Day: Designates April 24, 2016 as "Alpha Gamma Rho Day" in Missouri in honor of the founding of the first social-professional agricultural fraternity in the state.

**Bill History** Committee: [Senate Rules, Joint Rules, Resolutions and Ethics Committee](#)



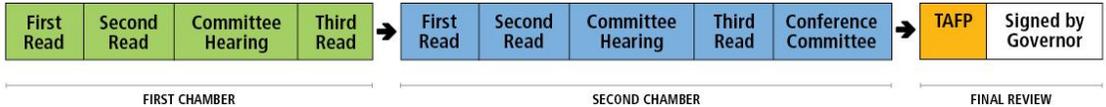
**SB 71** [LeVota](#) Reimbursement for dual credit courses: Requires the Department of Higher Education to establish a reimbursement procedure through the A+ Program for a student's portion of fees for dual credit courses.

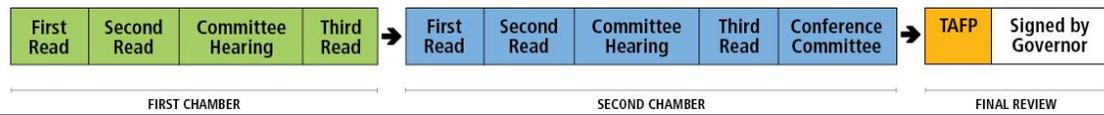
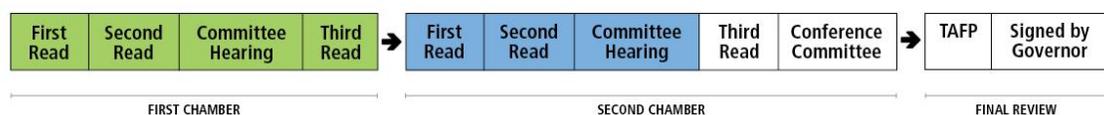
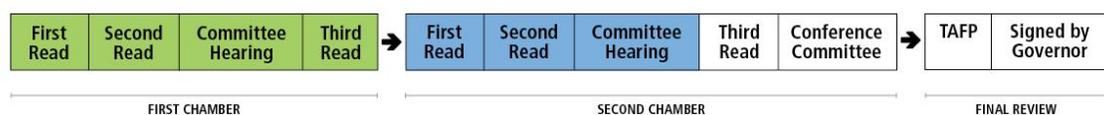
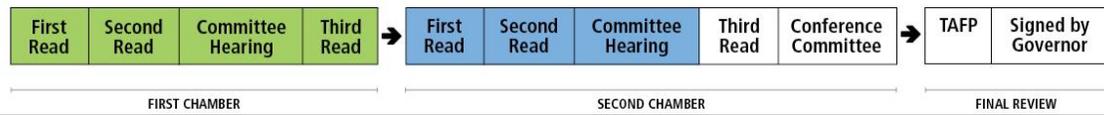
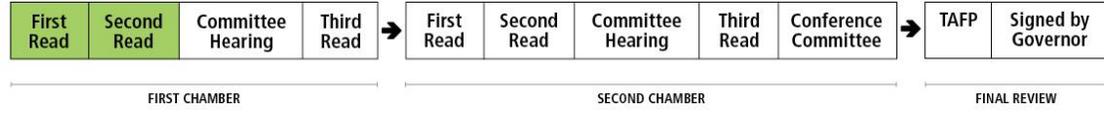
**Bill History** Committee:

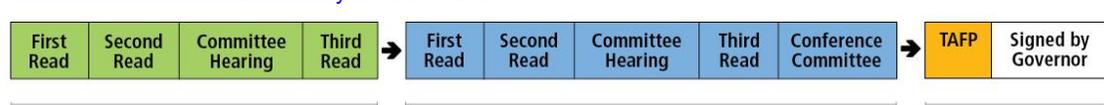
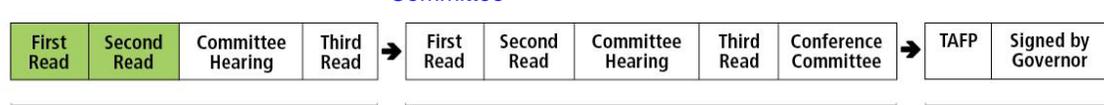
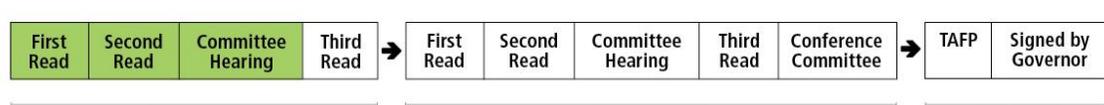
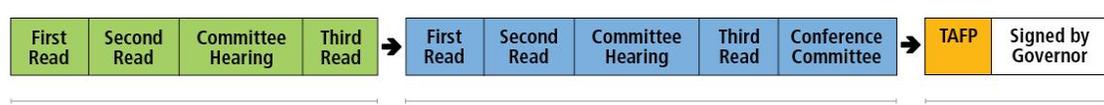
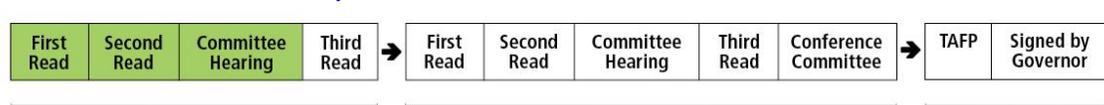


**SB 93** [Emery](#) Campus Free Expression Act: Creates the Campus Free Expression Act to protect free expression on the campuses of public institutions of higher education. The act designates the outdoor areas of campuses of public institutions of higher education to be traditional public forums and states that any person may freely engage in expressive activity so long as the person's conduct is not unlawful and does not materially and substantially disrupt the institution's functioning.

**Bill History** Committee:



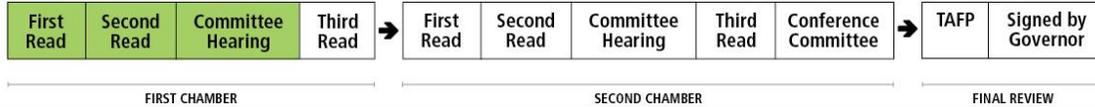
<p>SB 104 Kraus</p>	<p><u>Initiative petitions and referendums</u>: Requires actions challenging initiatives and referendums to be fully adjudicated more than fifty-six days prior to the election in which the measure will appear on the ballot. Also requires the board of trustees of the community college district in any district that contains a city not within a county to be composed of seven members.</p> <p>Bill History Committee:</p> 
<p>SB 109 Schaefer</p>	<p><u>DHE institutions covered by Legal Expense Fund</u>: Provides that when the legal counsel of a public higher education institution conducts the investigation, defense, negotiation, or compromise of a claim covered by the State Legal Expense Fund, the Attorney General retains exclusive discretion regarding the settlement of the claim.</p> <p>Bill History Committee:</p> 
<p>SB 110 Schaefer</p>	<p><u>University of Missouri Board of Curators</u>: Prohibits any member of the University of Missouri Board of Curators from voting to hire, employ or appoint to any position in the university any person who appointed him or her to the board.</p> <p>Bill History Committee:</p> 
<p>SB 113 Dixon</p>	<p><u>Higher education statutes cleanup</u>: Updates references to higher education statutes that have been previously repealed.</p> <p>Bill History Committee: <a href="#">House Select Committee on General Laws</a></p> 
<p>SB 139 Parson</p>	<p><u>Missouri Dairy Revitalization Act of 2015</u>: Creates the Missouri Dairy Revitalization Act of 2015, which creates the Missouri Dairy Industry Revitalization Fund. The Act requires the University of Missouri's Commercial Agriculture Program to conduct an annual study of the dairy industry and requires the Department of Agriculture to create and administer a dairy producer margin insurance premium assistance program and the Missouri Dairy Scholars Program. The Scholars Program would provide up to 80 scholarships in the amount of \$5,000 each to assist with the costs of tuition to students who agree to work in the agriculture industry in Missouri for at least two years for every year the recipient receives the scholarship and work in a dairy-related field for at least three months.</p> <p>Bill History Committee: <a href="#">Senate Agriculture, Food Production and Outdoor Resources Committee</a></p> 

<p><b>SB 174</b>     <b>Schmitt</b></p>	<p><u>MO Achieving a Better Life Experience program</u>: Creates the Missouri Achieving a Better Life Experience program and provides that a person may make tax-deductible contributions to an account established for the purpose of financing the qualified disability expenses of a beneficiary.</p> <p><b>Bill History</b>     Committee:</p> 
<p><b>SB 191</b>     <b>Curls</b></p>	<p><u>Center to conduct applied urban research &amp; outreach</u>: Relating to the establishment of a center for the neighborhoods on the Kansas City campus of the University of Missouri under the Department of Architecture and Urban Planning. The center shall conduct applied urban research and outreach, actively engage with the city and region, use a collaborative approach to carry out its mission, work with partner organizations to build the capacity of local neighborhood organizations, work with local leaders to identify key actions for neighborhood stabilization, and support academic service-learning.</p> <p><b>Bill History</b>     Committee: <a href="#">Senate Jobs, Economic Development and Local Government Committee</a></p> 
<p><b>SB 207</b>     <b>Pearce</b></p>	<p><u>Education Tax Credit</u>: Authorizes an employer to retain an employee's state withholding tax for five years if the employee has graduated from a Missouri innovation campus with a bachelor's degree in science, engineering, technology or mathematics after April 30, 2016.</p> <p><b>Bill History</b>     Committee: <a href="#">Senate Jobs, Economic Development and Local Government Committee</a></p> 
<p><b>SB 224</b>     <b>Romine</b></p>	<p><u>Student Eligibility for A+ Program</u>: Requires a student to be a United States citizen or permanent resident in order to be eligible to receive reimbursements from the A+ Schools Program</p> <p><b>Bill History</b>     Committee:</p> 
<p><b>SB 248</b>     <b>Schaefer</b></p>	<p><u>Student Freedom of Association Act</u>: Creates the Student Freedom of Association Act. The act prohibits public colleges and universities from taking any action or enforcing any policy that denies a religious student association any benefit available to any other student association, or discriminating against a religious student association.</p> <p><b>Bill History</b>     Committee:</p> 

SB 268 Pearce

STEM Fund/Economic-Education Partnership Act: 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.

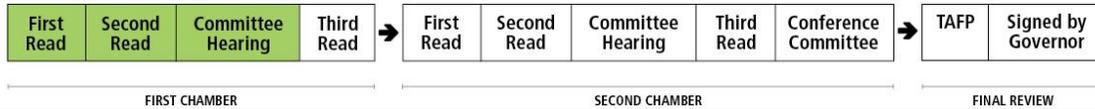
Bill History Committee:



SB 271 Silvey

MO Civics Education Initiative: Establishes the "Missouri Civics Education Initiative" which requires every high school student attending any public, charter or private school to complete and pass a basic civics test similar to the civics portion of the United States Naturalization test in order to receive a high school diploma, certificate of high school graduation or a high school equivalency certificate. A waiver of this requirement may be permitted to students with a disability if recommended by the student's IEP committee.

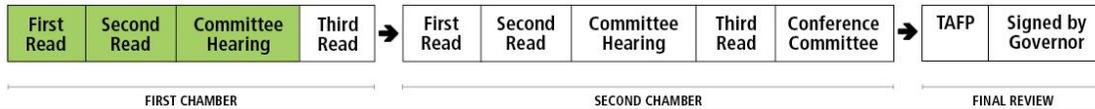
Bill History Committee: [Senate Education Committee](#)



SB 273 Riddle

MO Civics Education Initiative: Establishes the "Missouri Civics Education Initiative" which requires every high school student attending any public, charter or private school to complete and pass a basic civics test similar to the civics portion of the United States Naturalization test in order to receive a high school diploma, certificate of high school graduation or a high school equivalency certificate. A waiver of this requirement may be permitted to students with a disability if recommended by the student's IEP committee.

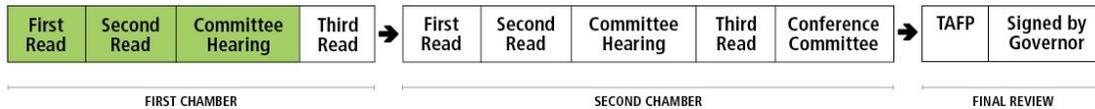
Bill History Committee: [Senate Education Committee](#)



SB 299 Pearce

Higher Education Academic Scholarship Program: Changes eligibility requirements for the program commonly known as Bright Flight and expands the program to include a forgivable loan component.

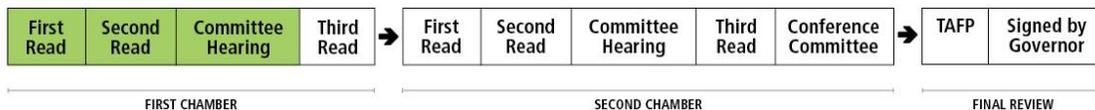
Bill History Committee:



SB 311 Emery

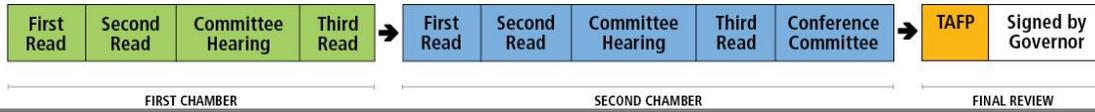
Student Freedom of Association Act: Creates the Student Freedom of Association Act. The act prohibits public colleges and universities from taking any action or enforcing any policy that denies a religious student association any benefit available to any other student association, or discriminating against a religious student association – **Merged with SB 248**.

Bill History Committee:



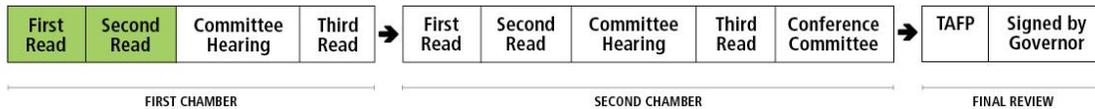
**SB 334 Nasheed** State teachers colleges/degree granting authority: Modifies provisions relating to the boards of regents of state colleges and universities and broadens the degree-granting authority of Harris-Stowe State University.

**Bill History** Committee:



**SB 348 Schaefer** Transfer of excess funds to GR: Requires the excess balances of all funds created by statute and administratively created by the Office of Administration to be transferred to the general revenue fund.

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



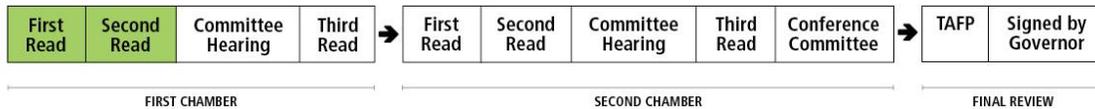
**SB 366 Schmitt** MOST savings program: Modifies the provisions of the Missouri higher education savings program to include computer technology or equipment as a qualified higher education expense.

**Bill History** Committee:



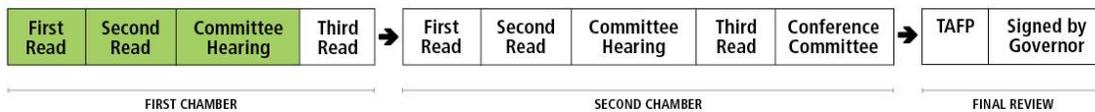
**SB 368 Pearce** Psychologist licensure: Provides that a degree in a program accredited by the Psychological Clinical Science Accreditation System meets various psychologist licensure requirements.

**Bill History** Committee: [Senate Financial and Governmental Organizations & Elections Committee](#)



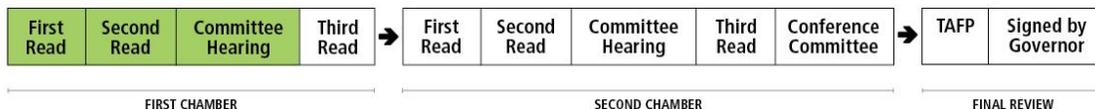
**SB 420 Schmitt** Tax refunds to MOST accounts: Provides for direct deposit of income tax refunds to MOST accounts.

**Bill History** Committee:



**SB 465 Schmitt** Curriculum Transparency Act: Requires each public college and university to post on its website specified information for each course that it offers including the syllabus, reading list, attendance requirements, extra credit opportunities, and a description of required assignments and projects.

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



<p><b>SB 530</b>    <b>Onder</b></p>	<p><u>Student data privacy</u>: 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.</p> <p><b>Bill History</b>    Committee: <a href="#">Senate Education Committee</a></p>
<p><b>SB 531</b>    <b>Emery</b></p>	<p><u>Missouri Empowerment Scholarship Accounts Program</u>: Creates the Missouri Empowerment Scholarship Accounts Program for children with disabilities which can be used for qualified educational expenses and the payment of insurance or surety bonds.</p> <p><b>Bill History</b>    Committee: <a href="#">Senate Education Committee</a></p>
<p><b>SB 538</b>    <b>Schaaf</b></p>	<p><u>Teacher education program scholarships</u>: Makes a technical correction to a statute establishing a nonrenewable scholarship program for students entering a teacher education program.</p> <p><b>Bill History</b>    Committee: <a href="#">Senate General Laws and Pensions Committee</a></p>
<p><b>SCR 9</b>    <b>Parson</b></p>	<p><u>Higher education repair/renovation projects</u>: Creates a higher education buildings project list to be funded by revenue bonds issued by the State Board of Public Buildings.</p> <p><b>Bill History</b>    Committee: <a href="#">House Select Committee on Budget</a></p>
<p><b>SCR 11</b>    <b>Schmitt</b></p>	<p><u>Tax-deferred treatment of 529 plans</u>: Urges Congress to not remove the tax-deferred treatment of 529 college savings plans.</p> <p><b>Bill History</b>    Committee: <a href="#">House Standing Committee on Ways and Means</a></p>

**FY 2016 Higher Education Operating Budget Status**

	FY 2015 Core (TAFP)	FY 2016 Governor Recommended	House Recommended	Senate Recommended	Truly Agreed To and Finally Passed (TAFP)	TAFP Change from Gov Rec
Coordination Administration	\$1,012,441	\$1,015,891	\$1,012,641	\$1,003,974	\$1,012,641	(\$3,250)
Grant/Scholarships Administration	\$146,636	\$147,262	\$147,262	\$147,262	\$147,262	\$0
Proprietary School Administration	\$302,908	\$303,936	\$303,936	\$302,447	\$303,936	\$0
Proprietary Bond Fund	\$200,000	\$400,000	\$400,000	\$400,000	\$400,000	\$0
MHEC	\$95,000	\$95,000	\$115,000	\$115,000	\$115,000	\$20,000
Eisenhower/Teacher Quality	\$1,783,795	\$1,783,999	\$1,783,999	\$1,780,999	\$1,783,999	\$0
Federal Grants/Donations	\$1,000,000	\$1,876,000	\$1,876,000	\$1,872,750	\$1,876,000	\$0
Other Grants/Donations	\$218,109	\$87,900	\$87,900	\$95,900	\$97,900	\$10,000
Access Challenge Grant	\$3,000,000	\$0	\$0	\$0	\$0	\$0
Bright Flight	\$22,676,666	\$18,676,666	\$18,676,666	\$18,676,666	\$18,676,666	\$0
Access Missouri Financial Assistance	\$78,500,000	\$69,500,000	\$69,500,000	\$69,500,000	\$69,500,000	\$0
A+ Schools Program	\$35,000,000	\$37,000,000	\$37,000,000	\$37,000,000	\$37,000,000	\$0
Advanced Placement Grants	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$0
Public Service Survivor Grant	\$140,000	\$140,000	\$140,000	\$140,000	\$140,000	\$0
Vietnam Veterans Survivor Scholarship	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$0
Marguerite Ross Barnett Scholarship Prgm	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000	\$0
Veterans Survivor Grant	\$241,250	\$241,250	\$241,250	\$241,250	\$241,250	\$0
Minority Teaching Scholarship Prgm	\$169,000	\$169,000	\$169,000	\$169,000	\$169,000	\$0
Kids' Chance Scholarship Program	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$0
Minority Environmental Literacy Prgm	\$32,964	\$32,964	\$32,964	\$32,964	\$32,964	\$0
Advantage Missouri	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$0
GEAR UP	\$0	\$4,000,000	\$4,000,000	\$4,000,000	\$4,000,000	\$0
Loan Administration	\$11,475,811	\$11,488,000	\$11,488,000	\$9,433,470	\$10,488,000	(\$1,000,000)
Federal Loan Compliance	\$8,500,000	\$8,500,000	\$8,500,000	\$6,500,000	\$8,500,000	\$0
Loan Collections	\$20,000,000	\$20,000,000	\$20,000,000	\$15,000,000	\$15,000,000	(\$5,000,000)
Purchase Loans	\$180,000,000	\$180,000,000	\$180,000,000	\$155,000,000	\$170,000,000	(\$10,000,000)
UMKC/MSU Doctorate Pharmacy Prgm	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$0
MSU Occupational Therapy Program	\$1,325,000	\$0	\$1,000,000	\$1,325,000	\$1,325,000	\$1,325,000
UM-Columbia Medical School Expansion	\$10,000,000	\$0	\$0	\$10,000,000	\$10,000,000	\$10,000,000
Jobs for America's Graduates (North Central Comm College)	\$0	\$500,000	\$0	\$0	\$0	(\$500,000)
Funding Based on Improved Outcomes	\$43,396,533	\$12,000,000	\$12,000,000	\$27,600,000	\$12,000,000	\$0
Community Colleges <sup>1</sup>	\$133,321,494	\$139,987,623	\$145,527,623	\$145,987,623	\$145,527,623	\$5,540,000
State Technical College of Missouri	\$4,715,538	\$4,958,697	\$5,418,697	\$5,418,697	\$5,418,697	\$460,000
University of Central Missouri	\$53,941,479	\$56,722,993	\$56,722,993	\$56,722,993	\$56,722,993	\$0
Southeast Missouri State University	\$44,351,623	\$46,638,632	\$46,638,632	\$46,638,632	\$46,638,632	\$0
Missouri State University	\$81,039,663	\$85,218,506	\$85,218,506	\$85,218,506	\$85,218,506	\$0
Lincoln University	\$17,638,222	\$18,183,935	\$18,183,935	\$18,183,935	\$18,183,935	\$0
Lincoln University Land Grant Match	\$500,000	\$0	\$250,000	\$500,000	\$500,000	\$500,000
Truman State University	\$40,512,994	\$42,602,063	\$42,602,063	\$42,602,063	\$42,602,063	\$0
Northwest Missouri State University	\$30,282,512	\$31,844,042	\$31,844,042	\$31,844,042	\$31,844,042	\$0
Missouri Southern State University	\$23,227,051	\$24,185,221	\$24,185,221	\$24,185,221	\$24,185,221	\$0
Missouri Western State University	\$21,586,252	\$22,254,114	\$22,254,114	\$22,254,114	\$22,254,114	\$0
Harris-Stowe State University	\$9,793,757	\$10,197,772	\$10,197,772	\$10,197,772	\$10,197,772	\$0
University of Missouri <sup>2</sup>	\$407,511,996	\$428,525,516	\$428,525,516	\$430,005,516	\$428,600,516	\$75,000
UMKC Neighborhood Initiative	\$0	\$0	\$0	\$500,000	\$500,000	\$500,000
Telehealth	\$437,640	\$437,640	\$1,937,640	\$1,937,640	\$1,937,640	\$1,500,000
UMSL Biotech	\$0	\$0	\$300,000	\$300,000	\$300,000	\$300,000
MOREnet	\$0	\$0	\$0	\$0	\$0	\$0
Missouri Rehabilitation Center	\$5,168,935	\$0	\$0	\$0	\$0	\$0
Alzheimer's Research	\$0	\$0	\$0	\$0	\$0	\$0
Spinal Cord Injury	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000	\$0
Kidney Program	\$1,750,000	\$1,750,000	\$1,750,000	\$1,750,000	\$1,750,000	\$0
State Historical Society	\$1,727,605	\$1,727,605	\$2,210,855	\$2,210,855	\$2,210,855	\$483,250
Seminary Invest	\$4,000,000	\$4,000,000	\$4,000,000	\$2,000,000	\$3,000,000	(\$1,000,000)
Seminary Interest	\$275,000	\$275,000	\$275,000	\$275,000	\$275,000	\$0
<b>TOTALS</b>	<b>\$1,305,177,874</b>	<b>\$1,291,647,227</b>	<b>\$1,300,697,227</b>	<b>\$1,293,249,291</b>	<b>\$1,294,857,227</b>	<b>\$3,210,000</b>

**Notes:**

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

<sup>1</sup>TAFP includes \$5,540,000 from general revenue for equity funding

<sup>2</sup>TAFP includes \$75,000 for publication of the 2015-2016 Official Manual of Missouri by the University of Missouri Press

**FY 2016 Captial Improvements Appropriations - Truly Agreed and Finally Passed  
House Bills 17 and 19**

<b>Institution</b>	<b>Project Title</b>	<b>Appropriated</b>	<b>Fund Source</b>
Crowder College - Webb City	Hickey Building	\$ 375,000	HECF
Crowder College	Repair and Renovations - masonry, roof repairs and window replacements	\$ 1,983,872	BPBBPF
East Central College	Repair and Renovations - accessibility improvements, classroom and office renovations, floor, ceiling and roof replacements	\$ 1,849,015	BPBBPF
Jefferson College	Repair and Renovations - library remodeling and window replacements	\$ 2,122,144	BPBBPF
Metropolitan Community College	Repair and Renovations - fire safety improvements, parking lot repairs, HVAC system repair and renovations and roof replacements	\$ 4,002,094	BPBBPF
Mineral Area College	Repair and Renovations - energy efficiency improvements, interior remodeling and roof replacements	\$ 1,882,981	BPBBPF
Moberly Area Community College	Repair and Renovations - plumbing upgrades, roof repair and window replacements	\$ 2,068,081	BPBBPF
North Central Missouri College	Repair and Renovations - fire safety improvements, electrical, HVAC, plumbing system and window replacements	\$ 1,518,406	BPBBPF
North Central Missouri College	Geyer Hall	\$ 1,400,000	HECF
Ozarks Technical Community College	Repair and Renovations - brick exterior, HVAC system, parking lot and roof replacement	\$ 3,312,940	BPBBPF
St. Charles Community College	Repair and Renovations - automated accessibility doors, boiler, HVAC system and parking lot replacement	\$ 2,382,612	BPBBPF
St. Louis Community College	Repair and Renovations - updating science labs and new finishes for ceilings, floors and walls	\$ 5,245,143	BPBBPF
State Fair Community College	Repair and Renovations - accessible elevators, floor, HVAC system, roof and window replacements	\$ 1,994,724	BPBBPF
Three Rivers Community College	Repair and Renovations - electrical, elevator and HVAC system upgrades and parking lot and sidewalk repairs	\$ 1,900,868	BPBBPF
State Technical College of Missouri	Repair and Renovations - foundation and parking lot repairs, HVAC system and door and window replacements	\$ 1,071,984	BPBBPF

**FY 2016 Captial Improvements Appropriations - Truly Agreed and Finally Passed  
House Bills 17 and 19**

<b>Institution</b>	<b>Project Title</b>	<b>Appropriated</b>	<b>Fund Source</b>
University of Central Missouri	Repair and Renovations - cabinetry, flooring, lighting, support infrastructure repair and exterior renovations	\$ 12,262,520	BPBBPF
Southeast Missouri State University	Repair and Renovations - accessibility and fire safety improvements, electrical, mechanical, plumbing systems, roof and window replacements	\$ 10,082,458	BPBBPF
Missouri State University	Repair and Renovations - exterior masonry and parking lot upgrades, sprinkler system installation, electrical, plumbing, fire safety and HVAC system replacements	\$ 18,925,377	BPBBPF
Lincoln University	Repair and Renovations - foundation and exterior masonry repairs, electrical, HVAC, mechanical, plumbing system and roof replacement	\$ 4,039,140	BPBBPF
Truman State University	Repair and Renovations - accessibility improvements, energy efficiency lighting and HVAC system replacement for Baldwin Hall	\$ 9,209,822	BPBBPF
Northwest Missouri State University	Repair and Renovations - electrical system repairs and window replacements	\$ 6,884,126	BPBBPF
Missouri Southern State University	Reynold's Hall	\$ 1,500,000	HECF
Missouri Southern State University	Repair and Renovations - science laboratory renovations in Reynolds Hall	\$ 5,228,422	BPBBPF
Missouri Western State University	Repair and Renovations - entryway repairs, bathroom renovations, ceiling, floor fiber optic cable, HVAC system and window replacements	\$ 4,810,951	BPBBPF
Harris-Stowe State University	Repair and Renovations - hazmat remediation, upgrades to windows, HVAC, electrical systems, plumbing and finishes for Vashon Center	\$ 2,204,580	BPBBPF
University of Missouri - Columbia	Lafferre Hall	\$ 38,500,000	BPBBPF
University of Missouri - Columbia	Applied Learning Center	\$ 10,000,000	HECF
University of Missouri - Science & Technology	Experimental Mines Building	\$ 1,200,000	HECF
University of Missouri - Kansas City	Free Enterprise Center	\$ 7,400,000	HECF
University of Missouri - St. Louis	College of Business Administration Building	\$ 10,000,000	HECF
University of Missouri - St. Louis	Business Incubator in St. Louis	\$ 8,000,000	MDFBBPF

**FY 2016 Captial Improvements Appropriations - Truly Agreed and Finally Passed  
House Bills 17 and 19**

<b>Institution</b>	<b>Project Title</b>	<b>Appropriated</b>	<b>Fund Source</b>
University of Missouri	Repair and Renovations - accessibility and fire safety improvements, repair of Benton Hall, science laboratory renovations and HVAC replacements	\$ 56,517,740	BPBBPF
State Historical Society	State Historical Society building and museum	\$ 35,000,000	MDFBBPF
<b>Total</b>		<b>\$ 274,875,000</b>	

Note:

BPBBPF = Board of Public Buildings Bond Proceeds Fund

HECF = Higher Education Capital Fund

MDFBBPF = Missouri Development Finance Board Bond Proceeds Fund

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Student Loan Program Update  
Coordinating Board for Higher Education  
June 3, 2015

### **DESCRIPTION**

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

#### **Loan Servicing Contract**

In April 2015, the Missouri Office of Administration exercised the first of five annual contract renewals, extending the loan servicing contract with Great Lakes Higher Education Guaranty Corporation through April 2016. MDHE and Great Lakes staff continue to meet regularly to discuss and refine operations. MDHE plans to perform an onsite review of Great Lakes in early fall 2015.

#### **Federal Student Aid Review**

The US Department of Education's Office of Federal Student Aid recently notified MDHE that it will perform a desk review of MDHE student loan death claims. The scope of the review will be death claims paid from 2000 to 2014. The review is scheduled to take place in late August 2015.

#### **FAFSA Frenzy Results for 2015**

FAFSA Frenzy data collection for the 2015 program is complete. The total number of participants declined 8.5 percent from 2014, dropping from 1,689 to 1,545. However, the program successfully carried out its mission of assisting students from groups typically underrepresented in higher education. According to participant surveys, more than 67 percent of attendees were minority, low income, or prospective first generation college students.

#### **Default Prevention Day**

On May 1, 2015, MDHE held its fourth annual Default Prevention Day. Approximately 65 financial aid professionals from across the state gathered to discuss topics relevant to helping students make good financial decisions and avoid student loan default. Participants heard presentations from the Federal Reserve Bank of St. Louis, MDHE default prevention staff and their financial aid peers.

### **RECOMMENDED ACTION**

This is an information item only.

### **ATTACHMENT(s)**

College Goal Sunday Missouri 2015 State Report



# CENTER FOR URBAN AND MULTICULTURAL EDUCATION

---

INDIANA UNIVERSITY

School of Education  
IUPUI



## College Goal Sunday

### Missouri 2015 State Report

Written By:

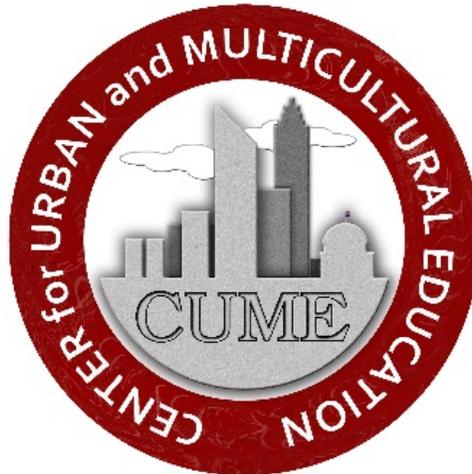
Zachary S. Morgan, M.Ed., Lead Researcher

Dexter Wakefield, Ph.D.

Erik Shaver, M.S.

In partnership with





902 W. New York Street, Room ES 2114  
Indianapolis, IN 46202  
317.274.6595  
[CUME@iupui.edu](mailto:CUME@iupui.edu)

The Center for Urban and Multicultural Education (CUME) at the Indiana University School of Education, IUPUI creates connections between research, theory and practice with the ultimate aim of improving the quality of education throughout the P-20 continuum, focusing on the urban school setting from early childhood through graduate school levels, and including formal, alternative and community-based education. The mission is furthered through sustainable partnerships created with schools and other educational organizations in communities around Indiana. Our work seeks to support inquiry, facilitate public discussion, and critically challenge stereotypes about diverse students, families, and schools. Together with our community partners and faculty affiliates, CUME continues to engage in research and evaluation leading to improved practices, assessment, leadership and policy within and across diverse educational settings.

### **Staff**

Monica Medina, Ph.D.  
Interim Director  
[mmedina@iupui.edu](mailto:mmedina@iupui.edu)

Dexter Wakefield, Ph.D.  
Education Research Coordinator  
[dbwakefi@iupui.edu](mailto:dbwakefi@iupui.edu)

Aly Elfreich, M.S.  
Graduate Research Assistant  
[amcgowan@iupui.edu](mailto:amcgowan@iupui.edu)

Zach Morgan, M.Ed.  
Graduate Research Assistant  
[zsmorgan@indiana.edu](mailto:zsmorgan@indiana.edu)

Erik Shaver, M.S.  
Graduate Research Assistant  
[ejshaver@iupui.edu](mailto:ejshaver@iupui.edu)

## Introduction

The College Goal Sunday (CGS) program is a program designed to help families complete the Free Application for Federal Student Aid (FAFSA). Completion of the FAFSA is required to qualify for federal financial aid to mitigate the increasing costs of post-secondary education. CGS especially targets low-income families, minority students, and potential first generation college students as they navigate the complexities of the FAFSA forms to overcome this barrier to college access for individuals seeking postsecondary education.

Through the support of USA Funds, the Center for Urban and Multicultural Education (CUME) at the Indiana University-Purdue University Indianapolis (IUPUI) School of Education functioned as an external evaluator of the College Goal Sunday program. The results presented in the findings are based on survey analysis and quantitative methodologies that serve to provide an objective assessment of the program and to identify future considerations toward program improvements.

This state report is divided into three sections. Section one, reflects the data attributed through attendance, response rate, and demographics of the participants. Section two compares FAFSA completion rates and educational goals between the target audience and the audience at large. Section three provides a review of student and volunteer evaluations of the program, including both overall satisfaction and also specific measures regarding the number of volunteers and whether participants' goals were accomplished.

## Table of Contents

Introduction	Page 2
Executive Summary	Page 4
I. Participants	Page 5
Target Audience	Page 5
Demographics	Page 6
Educational/Military Background	Page 7
Respondent Household Income and Size	Page 8
Special Circumstances	Page 9
II. Promoting College Access through FAFSA Completion	Page 10
Completion and Submission of the FAFSA	Page 10
Proper and Sufficient Information	Page 11
Promoting the College Goal	Page 12
III. Program Evaluation	Page 14
Referral Sources	Page 14
Participant Purpose, Accomplishment, and Worth	Page 14
Staff Assistance	Page 15
Volunteer Survey Results	Page 16
Appendix A: Attendance and Response Rates	Page 18
Appendix B: Methodology	Page 19
Appendix C: Defining the Target Audience	Page 21
Appendix D: Open-ended Responses	Page 21
References	Page 22

## Executive Summary

The mission of the College Goal Sunday program is assisting students in completing and submitting the Free Application for Federal Student Aid (FAFSA). The data overwhelmingly show that the College Goal Sunday program in Missouri was successful in meeting the mission of assisting families in completing and submitting the FAFSA, especially for the over 67% of respondents who qualified as members of the target audience comprised of low-income, underrepresented minority, and first-generation college students. The variables used to determine whether a student qualified based on household income and size was set at \$30,000 for a family of four using the current poverty level. Therefore, 380 of the 1189 respondents qualified as a member of the target audience based on family size/income alone.

The experiences of the target audience seemed to be even more successful than for the respondents as a whole. The target audience responded with a higher proportion of favorable responses to survey items about FAFSA completion. Over 75% of both the target audience and respondents as a whole submitted their FAFSA while at the CGS event.

Results from the data found that high schools are overwhelmingly the sources from which respondents find out about CGS events, followed by college sources, flyers/brochures and electronic media. The least common source from which students learned of the CGS events was traditional media, mailings, and from community resources. This pattern was the same for both the target audience and the collection of respondents as a whole.

Responses from volunteers were also overwhelmingly supportive of the program, with large majorities responding positively to each of the evaluation questions within the survey. Approximately 68% of the volunteers had volunteered for CGS previously, and show strong continuous support and potential for leadership roles at the site level. Additionally, 97% of volunteers indicated that they would recommend volunteering for College Goal Sunday to family, friends, or co-workers, providing valuable opportunities to recruit additional volunteers.

## I. Participants

A total of 1545 students attended Missouri’s CGS programs. Of these, 1189 responded to the survey. For the purposes of this report, the response rate, calculated as the number of respondents divided by the number of student attendees, is found to be 75% for the state of Missouri. Appendix A (pg. 18) provides a more detailed overview of the attendance and response rates for each site within the state of Missouri.

### Target Audience

The qualifications for being identified as a member of the target audience have been slightly refined from the indicators used in the 2014 cycle. For an explanation of the changes, please see Appendix C (pg. 21). The diagram below shows that the new definition has identified more respondents as members of the target audience, which now comprises approximately 67% of survey respondents.

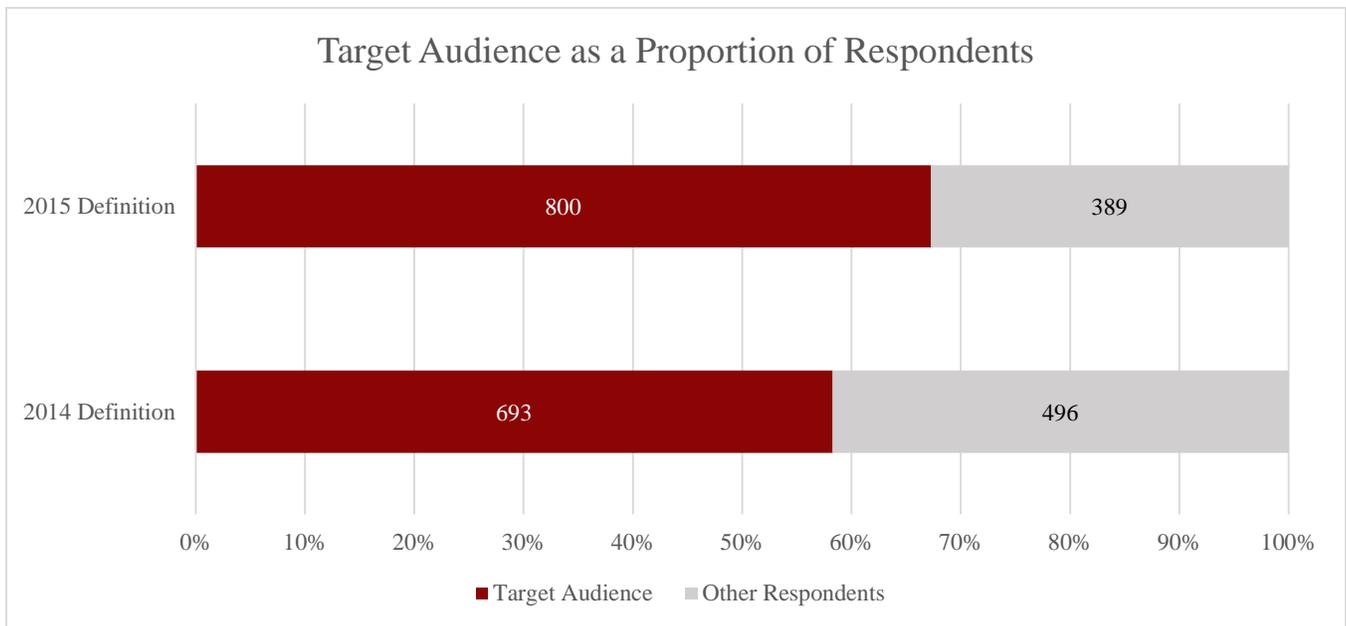
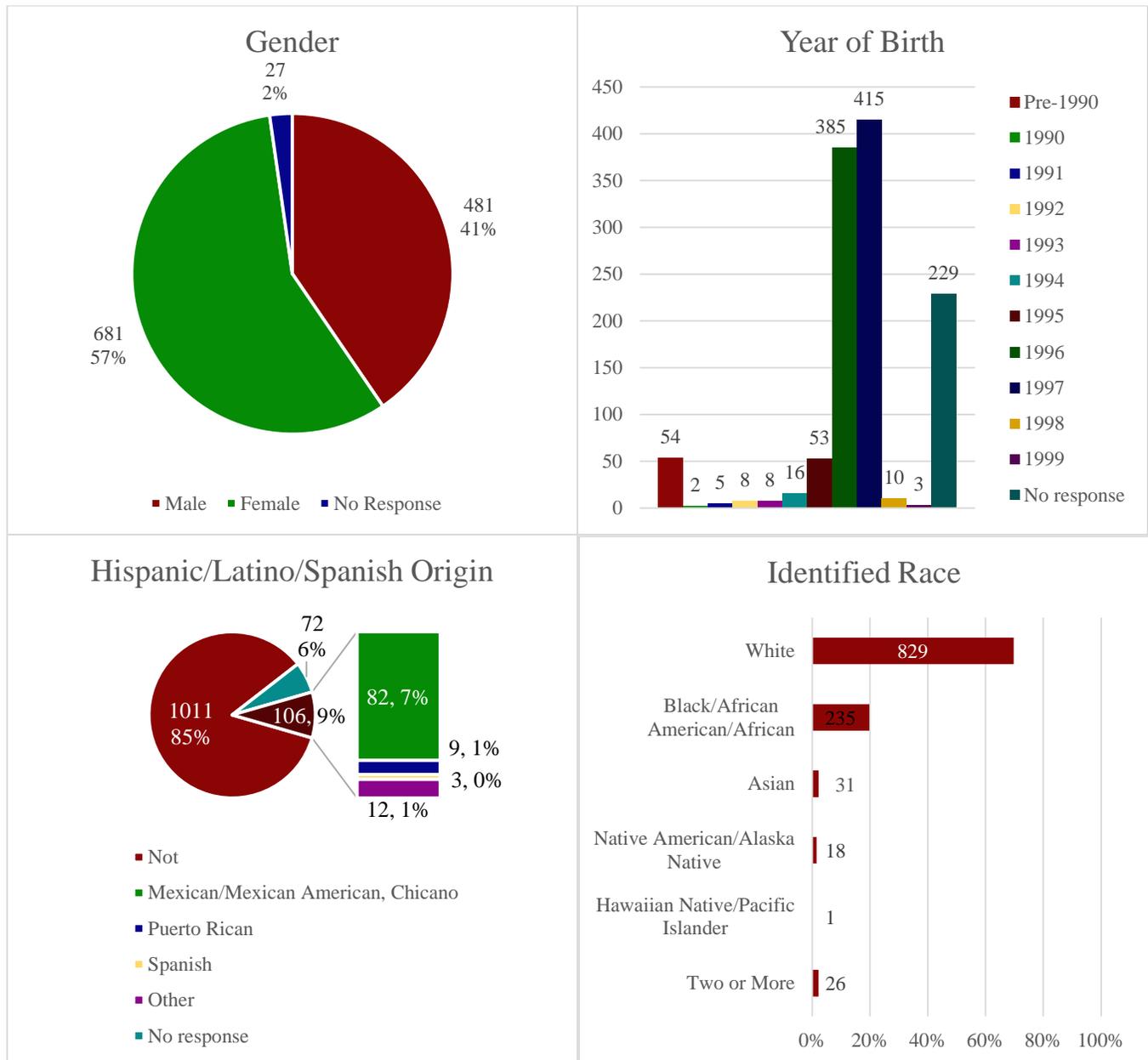


Figure 1: *Target Audience*

What follows in this section will describe the composition of the respondents, including a discussion of the target audience indicators. Please note that due to participants being able to qualify as a member of the target audience from multiple indicators, the sum of those qualifying from the indicators below will not match the actual number provided above.

## Demographics

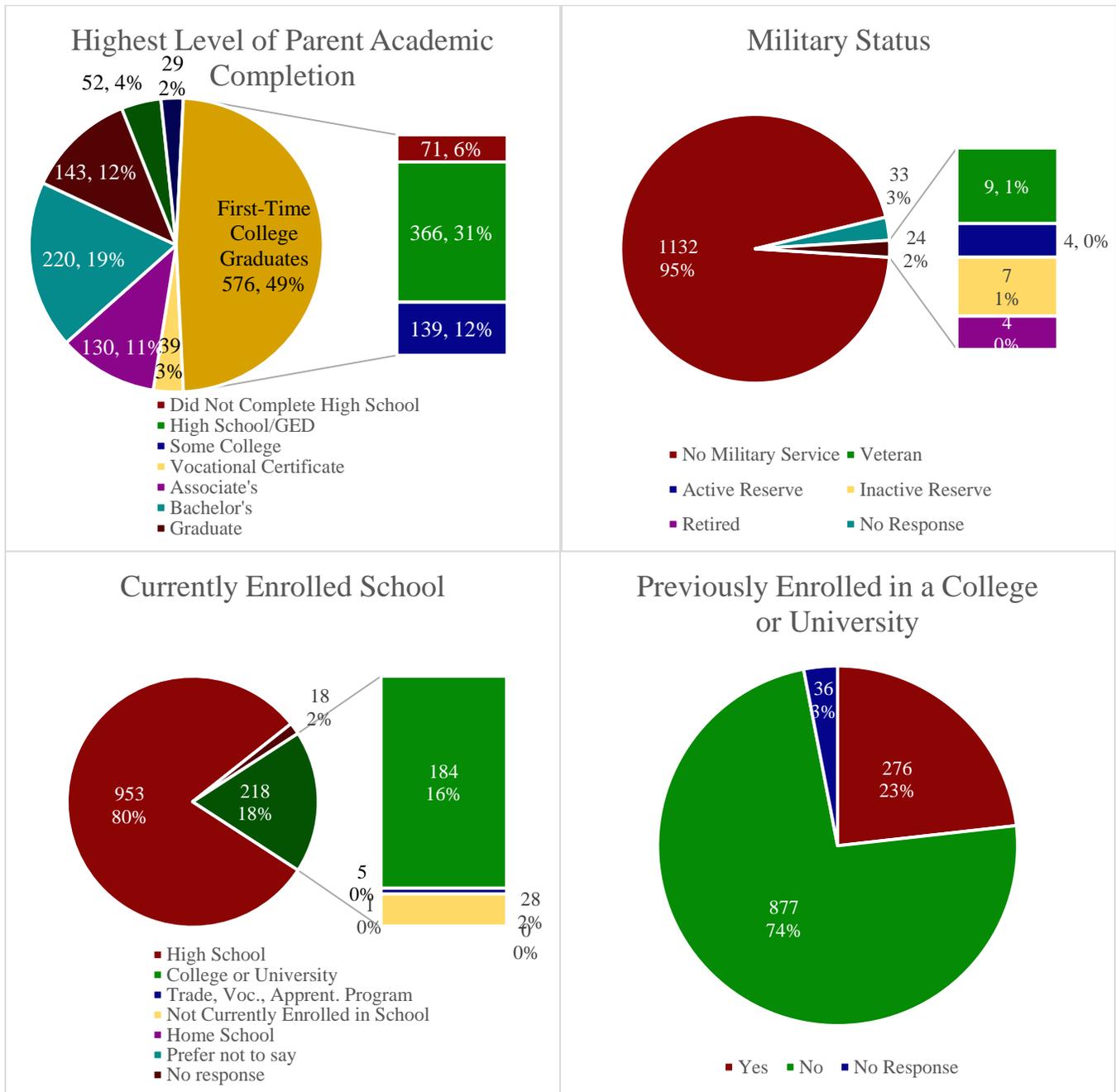
In an effort to determine the racial composition, age, and gender of the participants, the researchers found that of the 1189 participants, 681 (57%) were female and 481 (41%) were male. Most respondents were either 18 or 19 at the time of the event. When asked whether they identify as Hispanic or Latino, 106 (9%) respondents indicated that they did, qualifying them as members of the target audience. When asked to self-identify within a racial category a large majority, 829, identified as White. 254 of the 1189 respondents are included as members of the target population based on identifying racially as Black/African American/African, Native American, Alaska Native, Native Hawaiian, or Pacific Islander. The diagrams below provide a visual description of the demographic composition of the respondents.



Figures 2-5: Respondent Demographics

### Educational/Military Background

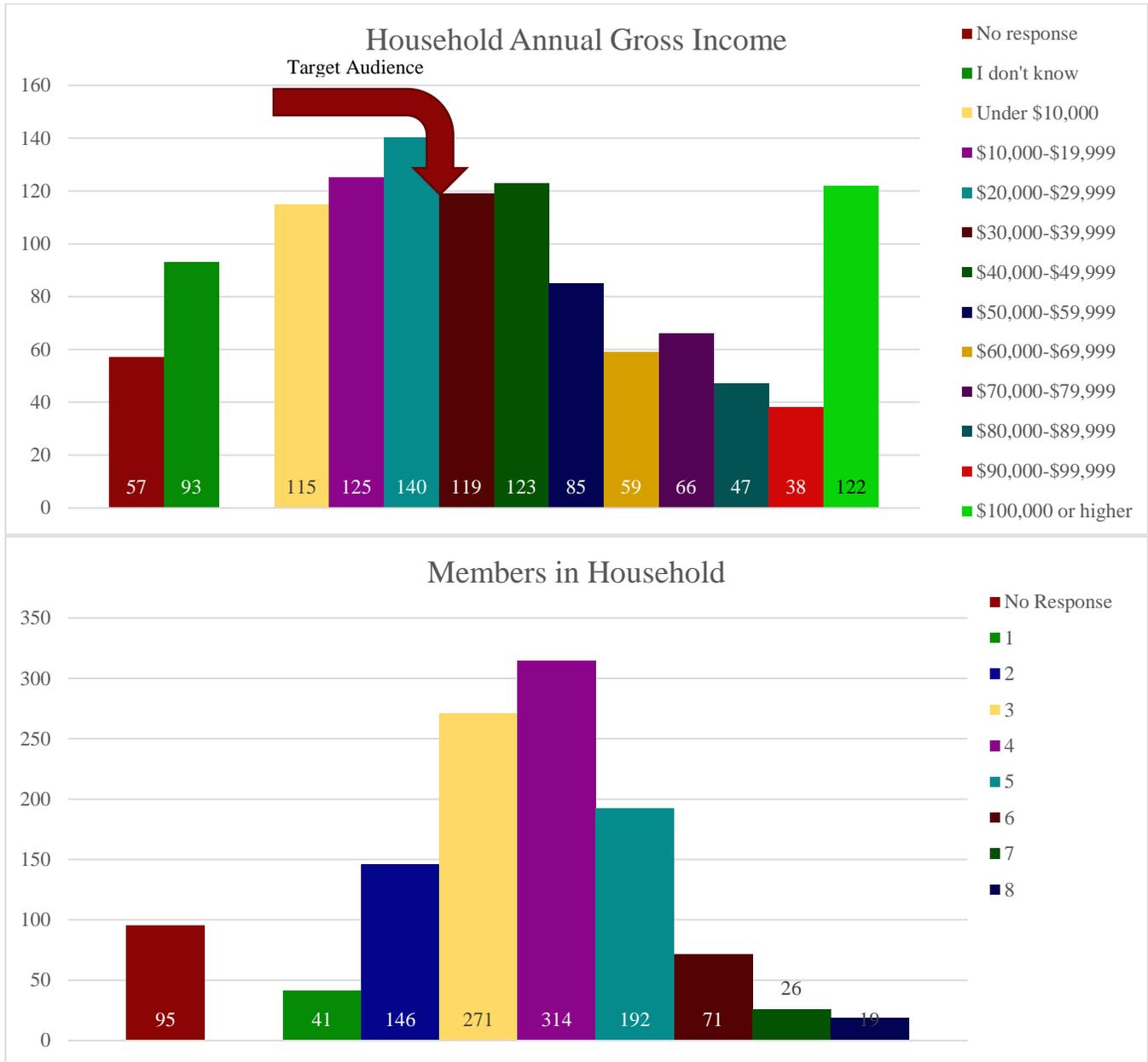
Respondents were asked to identify their parents' highest level of academic completion, as well as their own current academic and military status. Students whose parents had not completed at least a degree or certificate after high school are considered to be potential first-generation graduates and qualify as members of the target audience. The data shows that 576 respondents qualify as members of the target audience based on this indicator. Participant responses to questions regarding educational and military history are provided below. As the data shows, 95% of the respondents indicated that they are not affiliated with the military.



Figures 6-9: Academic and Military Background of Respondents

### Respondent Household Income and Size

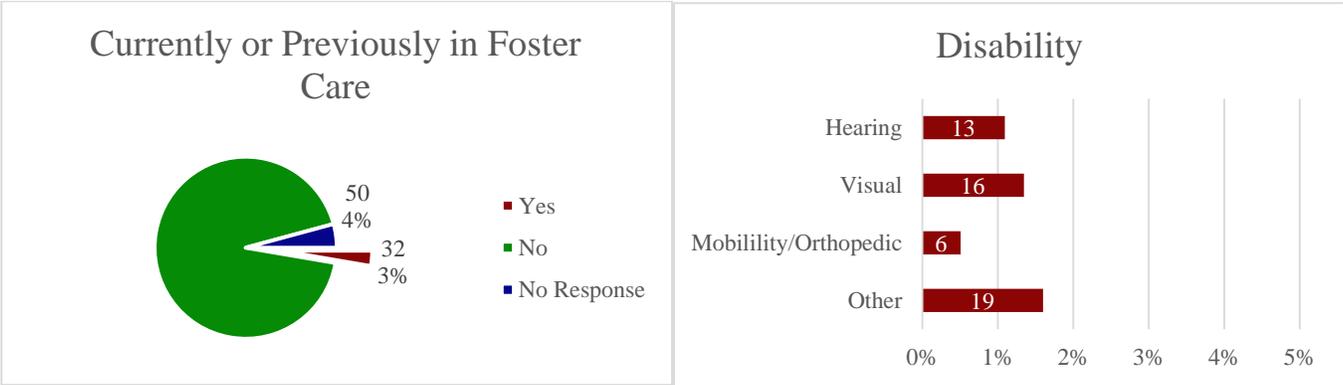
Respondents were asked to report an estimate of the household’s annual income and the number of members in their household. Using the \$30,000 threshold, 380 respondents qualify as members of the target audience based on income. The threshold is based on an income for a four member household, which is appropriate based on the responses provided. The breakdown of income and household size are provided in the charts below. On the average, most homes reported households of 4 members. The median income for respondents falls between \$40,000 and \$49,999, which is above the poverty level, but at the median income of \$47,380 for the state of Missouri (United States Census Bureau, n.d.).



Figures 10-11: Respondent Household Income and Size

### Special Circumstances

Participants were asked to identify special circumstances such as involvement in foster care or physical disabilities. Their responses are provided in the figures that follow. The chart describing the disabilities identified by the respondents has had the axis adjusted to a maximum of five percent, as no disability was identified by more than three percent of the respondents.



Figures 12-13: *Special Circumstances*

## II. Promoting College Access through FAFSA Completion

Addressing the mission of the CGS program, specific questions within the survey were focused on for the completion of the FAFSA application. The data within this section show how respondents as a whole responded to the survey, as well as the target audience. This allows for the ability to compare the experiences of the target audience to the respondents as a whole. It is important to note that the target audience data is included within the data provided for all participants, so they are not two distinct groups.

### Completion and Submission of the FAFSA

Participants were asked to respond to the statement “while you were here, did you complete the FAFSA?” Their responses are described in the figures below. The total of all respondents and target audience reflects that the large majority of participants completed and submitted their FAFSA application while participating in CGS. *Over 75% of both the target audience and respondents as a whole submitted the FAFSA while at a College Goal Missouri event.*

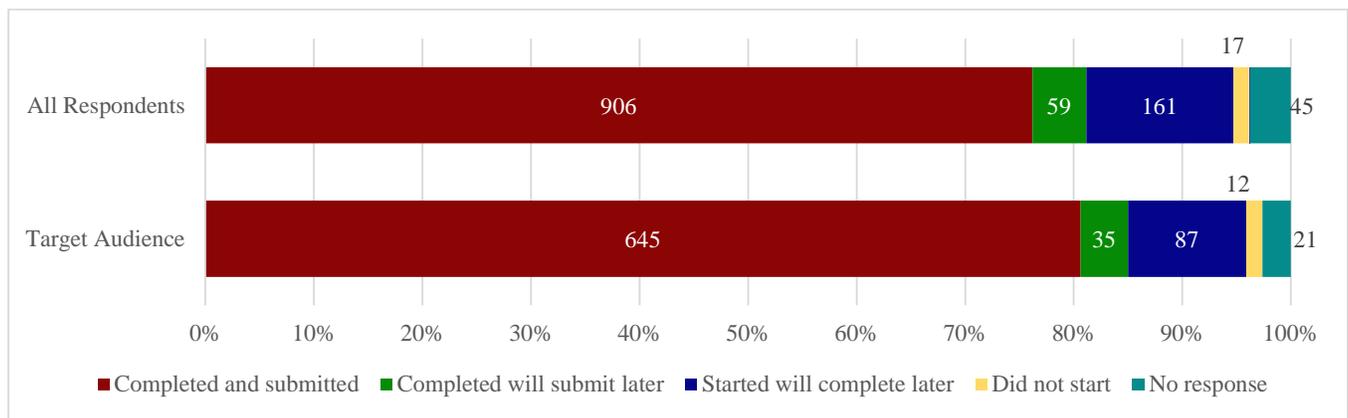


Figure 14: *FAFSA Completion and Submission*

Respondents who indicated that they had not completed and/or submitted the FAFSA were asked two additional questions to discover the barriers to submission and whether the respondent has access to an internet connected computer to file the FAFSA at a later time. No participants responded to the question of barriers, but over 60% of those who failed to submit the FAFSA indicated they had access to a compute with which to do so at a later time.

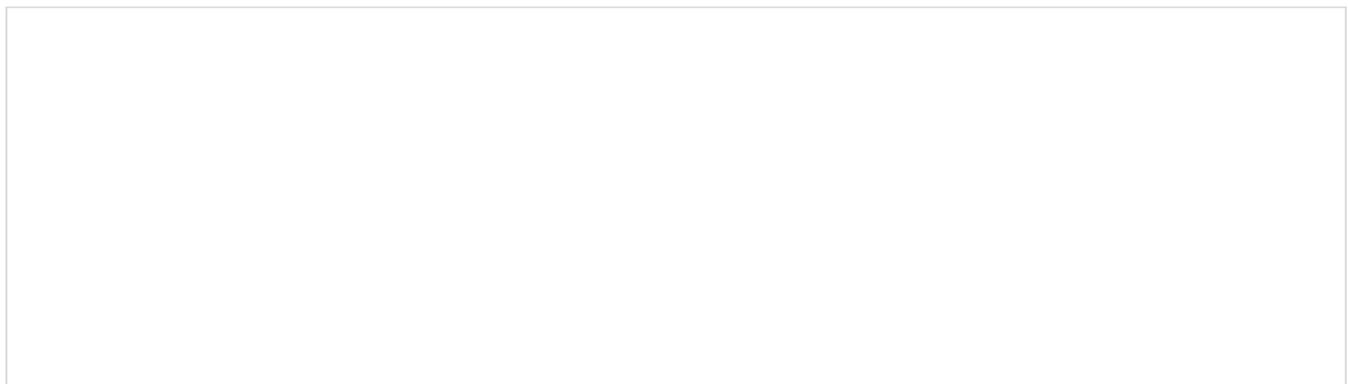


Figure 15: *Barriers to Submitting the FAFSA*

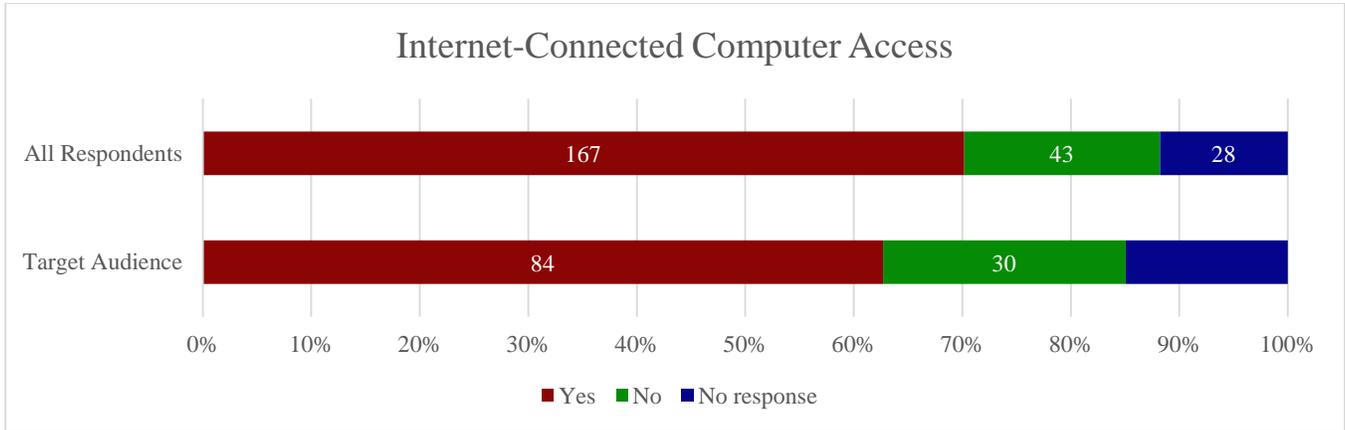
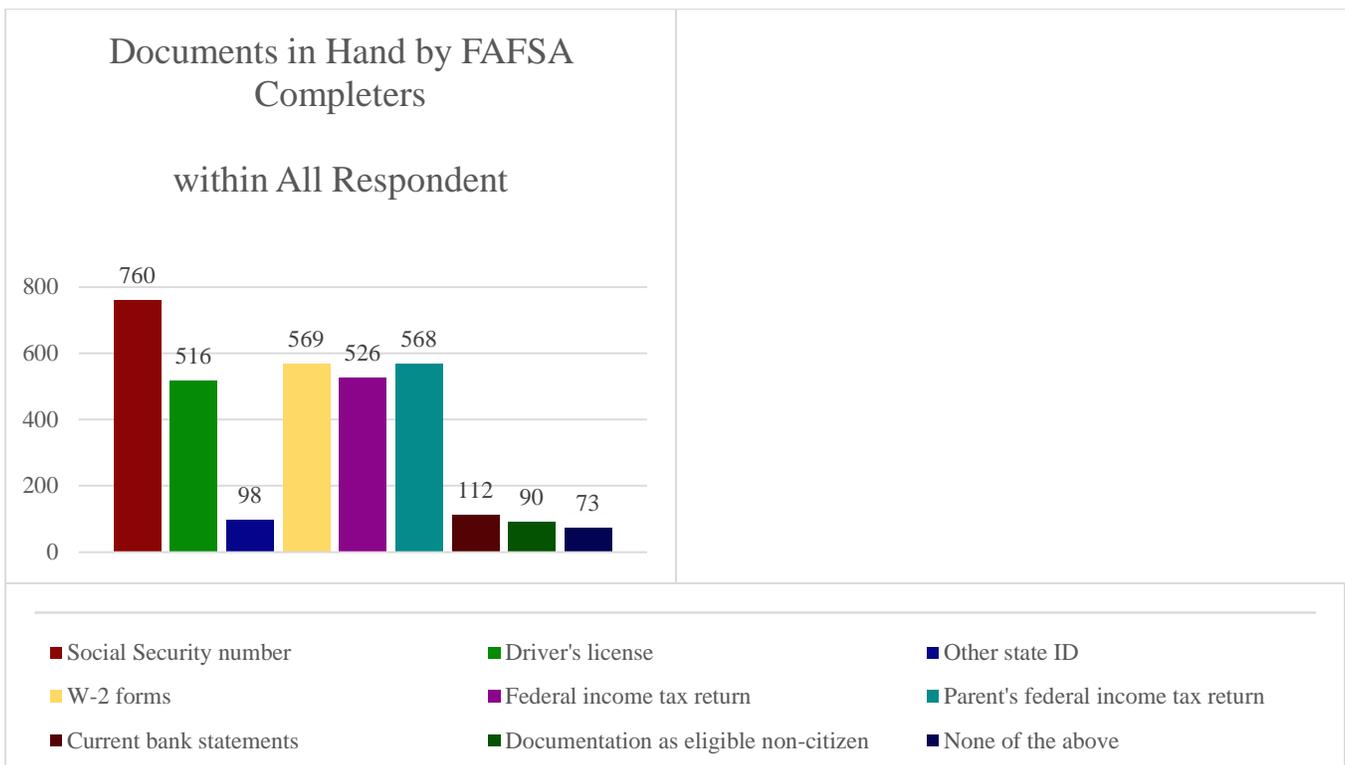


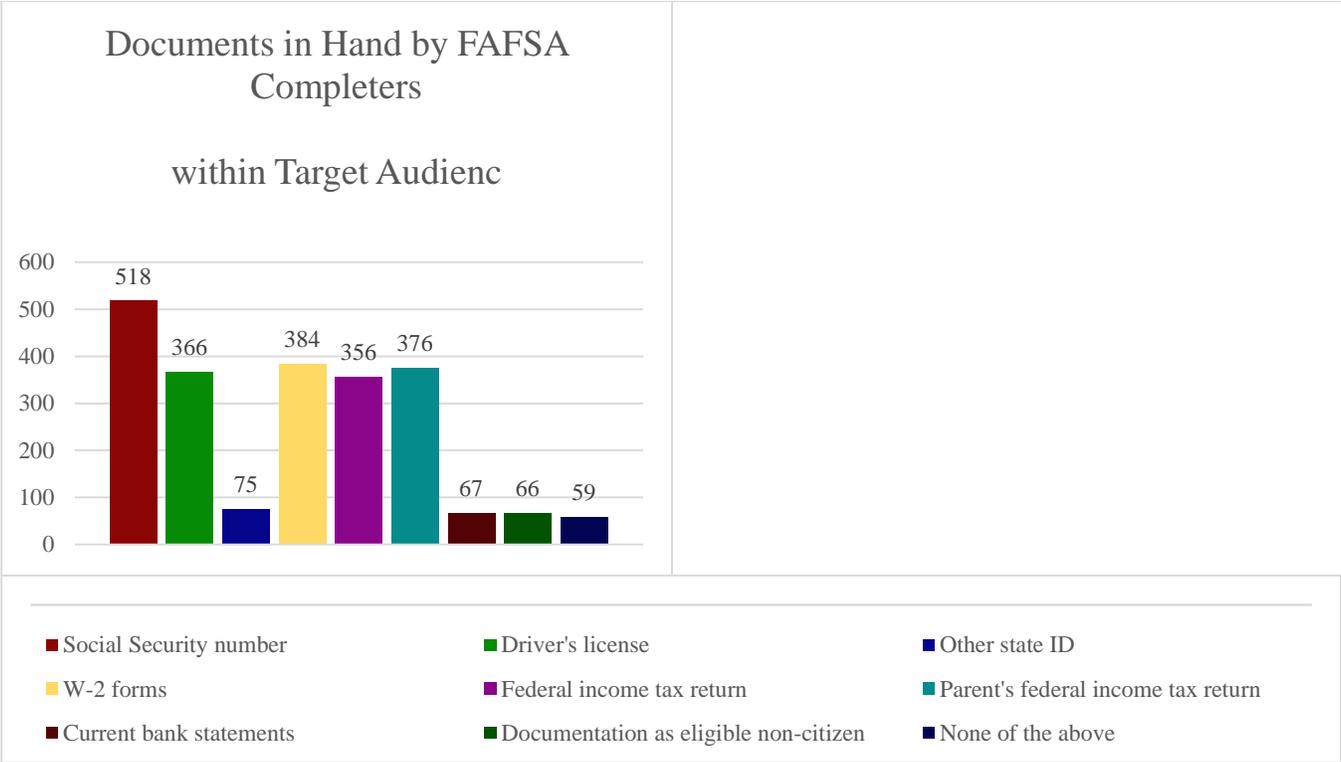
Figure 16: *Internet Access for Future Submission*

**Proper and Sufficient Information**

As indicated previously, one of the most challenging barriers to the completion and submission of the FAFSA is that the information brought with the student was either inadequate or insufficient to complete the application properly. The next four diagrams would show the information brought by participants who completed and/or submitted the FAFSA as well as those who had indicated that they had not brought enough information. For the sake of comparison, the vertical axes are set from zero to the total number of respondents in that category. The following graphs would shows the differences between FAFSA completers and those citing the above as their reason for failure to complete the FAFSA, but due to the lack of response to the barriers question, such comparisons cannot be made.



Figures 17-18: *Documents in Hand within All Respondents*



Figures 19-20: Documents in Hand within Target Audience

**Promoting the College Goal**

The following diagrams reflects the participants’ educational goals. The first diagram represents the highest level of education the respondents plan on achieving, and the second asks whether participation in College Goal Sunday increased his or her likelihood of enrolling in a college or vocational school within the next year. For both the target audience and participants as a whole *the most reported planned level of education was a bachelor’s degree*. Additionally, both groups overwhelmingly agreed that *participation in College Goal Sunday increased their likelihood of enrolling in college in the near future*.

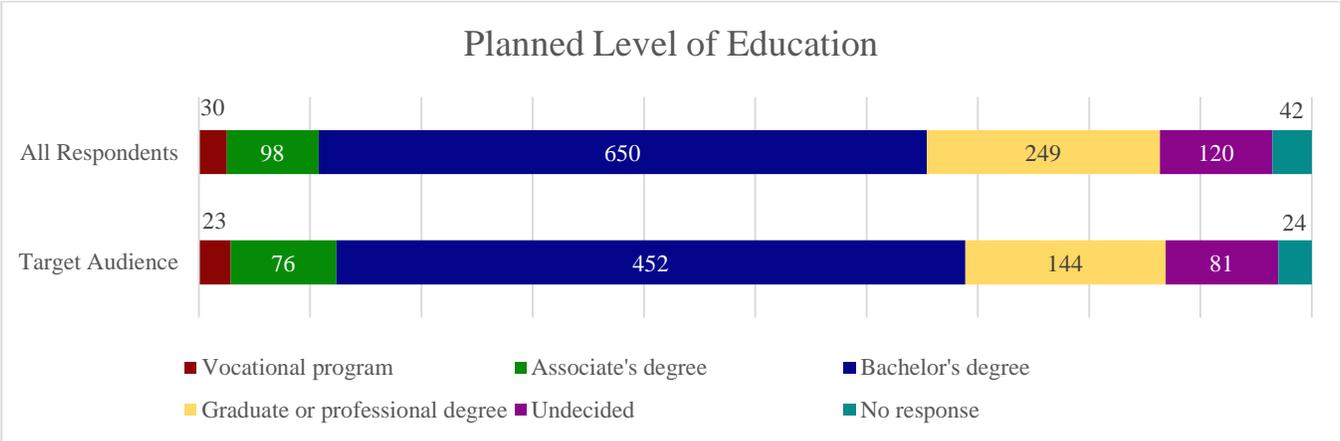


Figure 21: Planned Level of Education

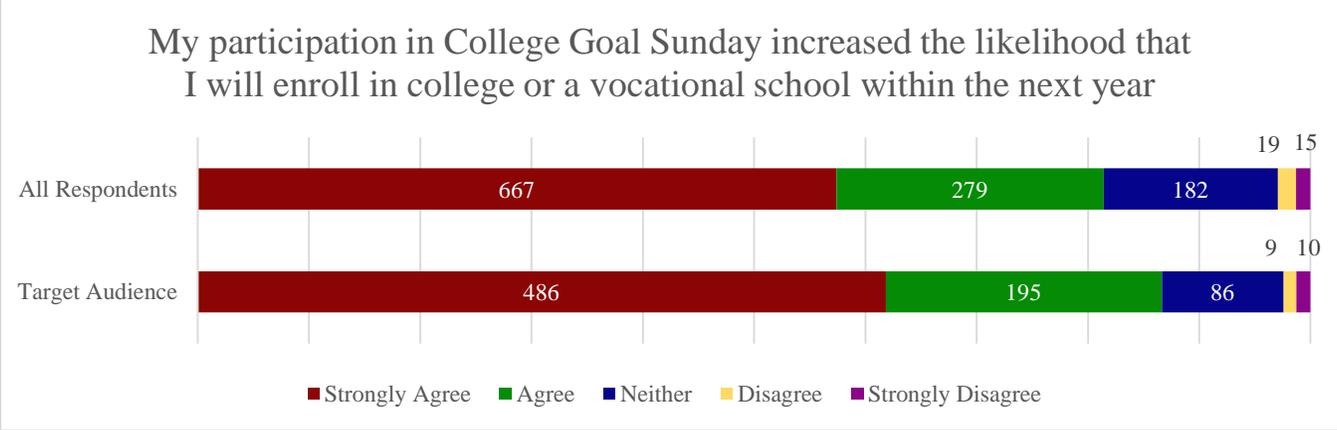


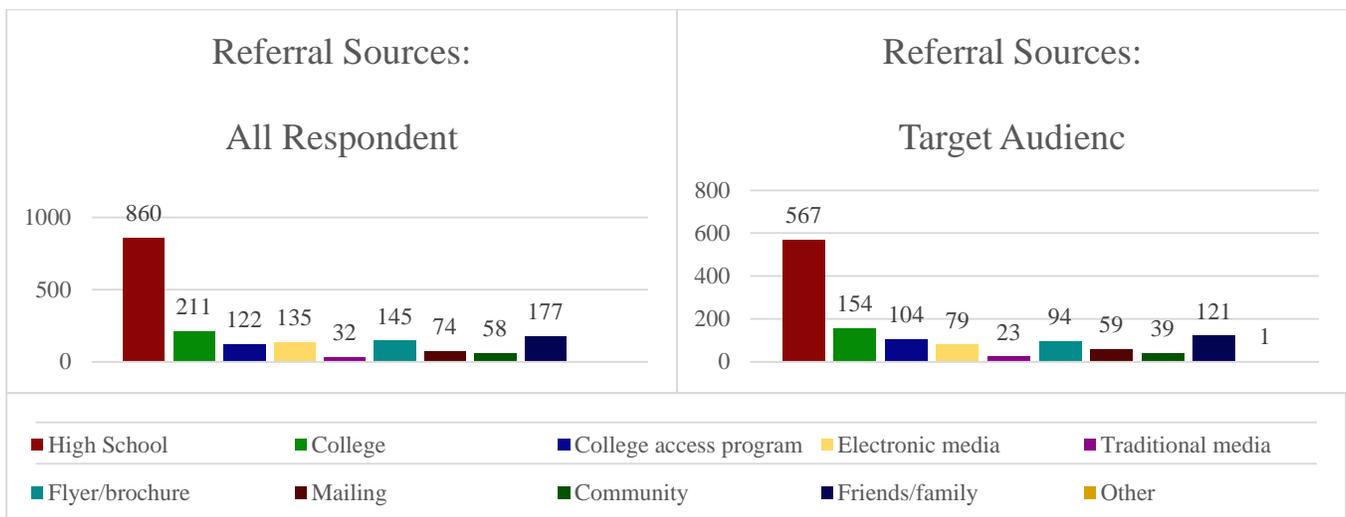
Figure 22: Increased Likelihood of Higher Education Participation

### III. Program Evaluation

Questions from both the student survey and the volunteer survey provided information to determine the effectiveness of the College Goal Missouri program. The information in this section should provide useful information regarding the marketing and management of future programs within Missouri.

#### Referral Sources

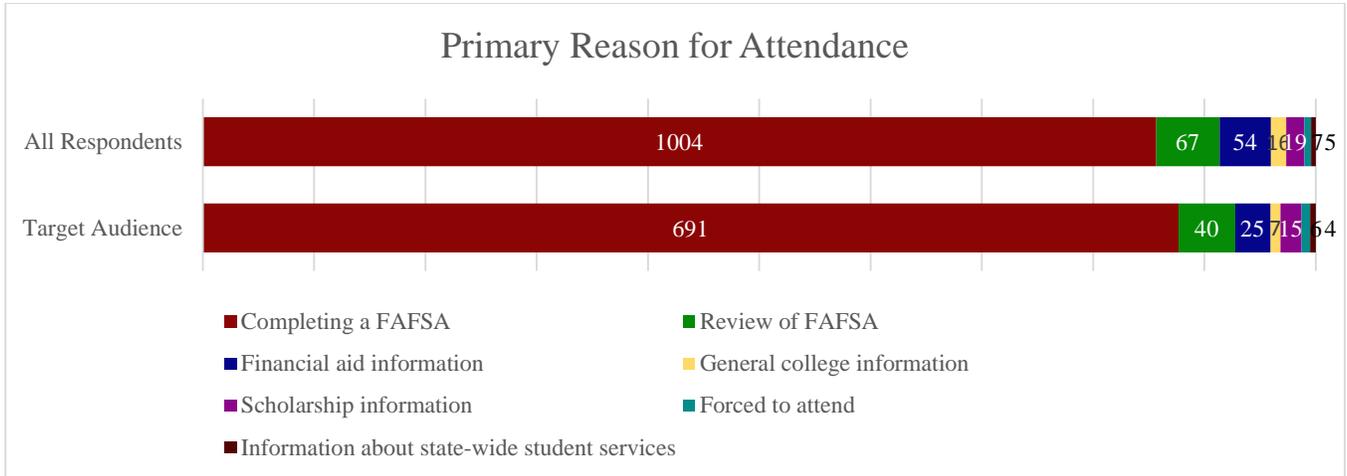
Respondents were asked to indicate any and all sources from which they learned about the College Goal Missouri program. Their responses are provided below. For comparison's sake, the vertical axes are set from zero to the total number of respondents in the group. *The most often cited referral source for both members of the target audience and respondents as a whole was from high schools. A secondary source appears to be colleges. College access programs, friends and family, flyers and brochures, and electronic media are the only other sources that come close to being cited by either group. This information clearly shows that the best method for members to receive information was through the high schools which is helpful in determining where future resources should be applied.*



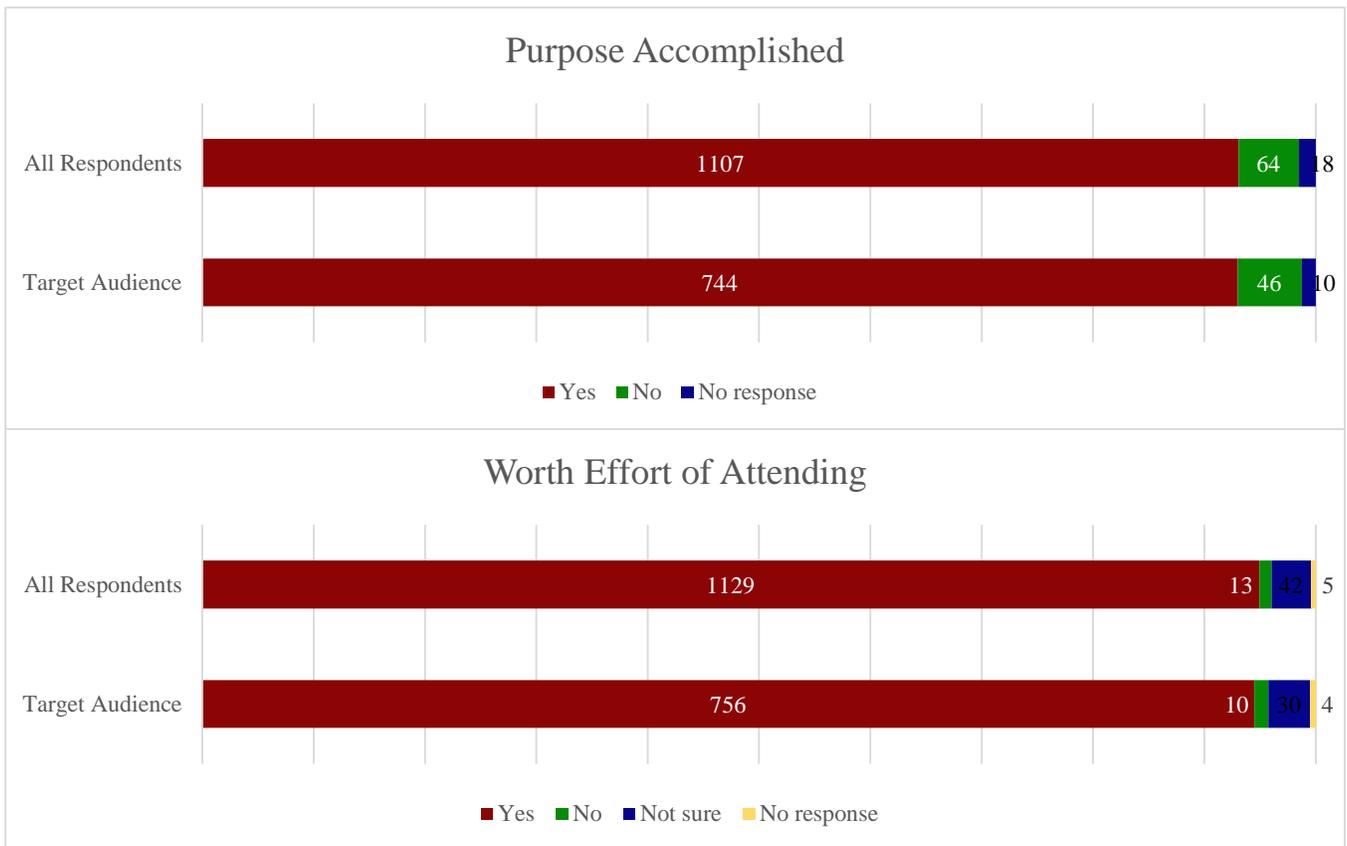
Figures 23-24: Referral Sources

#### Participant Purpose, Accomplishment, and Worth

The survey asked the respondents to identify their primary reason for attending. Their responses indicate that their purpose largely matches the purpose of the program; which was *to complete the FAFSA application*. Additionally, they were asked if they accomplished their purpose for attending and whether the assistance they received was worth the effort of attending. *Over 90% of all participants stated that their primary reason for attending was accomplished and it was worth attending.*



Figures 25: *Primary Reason for Attendance*

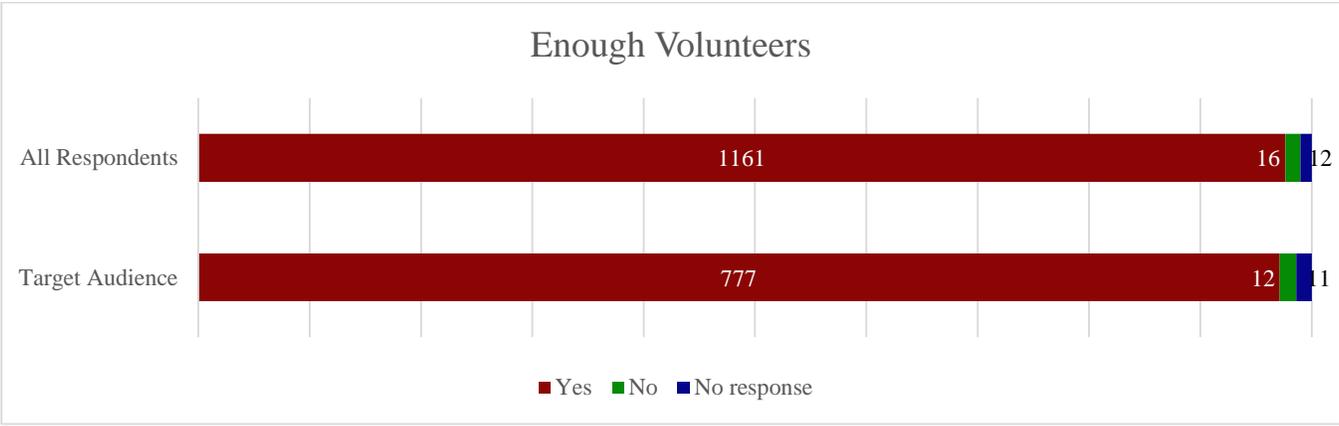


Figures 26-27: *Accomplishment and Worth*

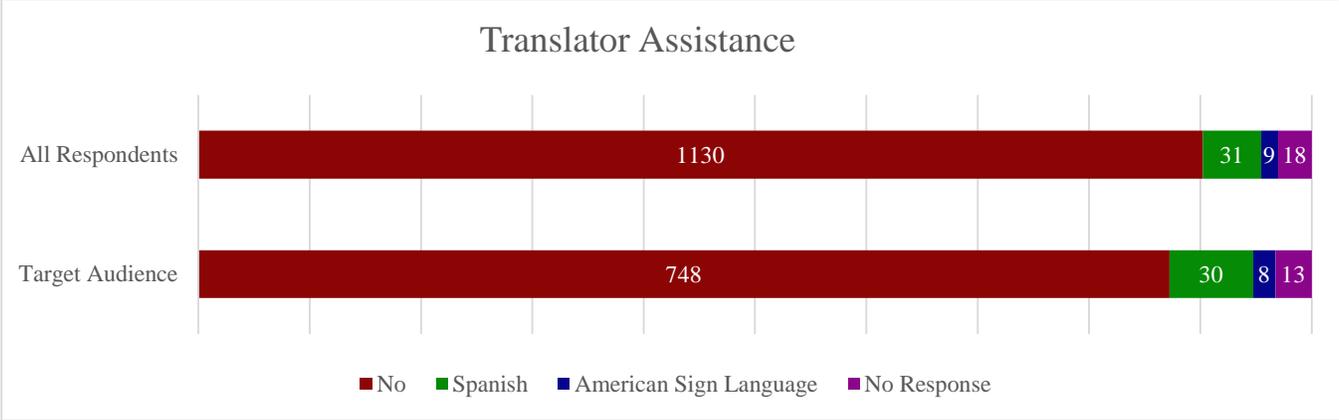
### Staff Assistance

Participants were asked a few questions regarding the assistance they received from College Goal Missouri staff. They were asked whether they felt there were enough volunteers, whether they received assistance from a translator, as well as to generally rate the assistance they received. *Over 95% of both*

groups felt there were enough volunteers. Additionally, over 90% of respondents rated the assistance they received as excellent or very good. The most common translation service provided was Spanish.



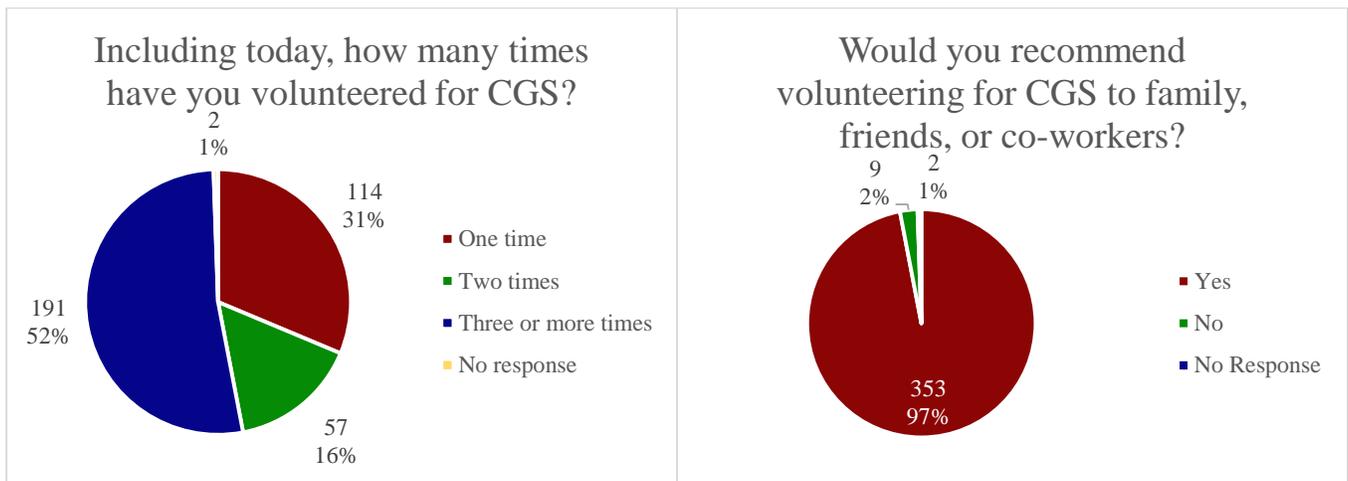
Figures 28: Satisfaction with Number of Volunteers



Figures 29-30: Staff Assistance

## Volunteer Survey Results

Volunteers from CGS events across the country were also asked to participate in a survey about their experience. While more detail into their experiences will be contained in a separate national volunteer report, some state-specific information is included here to help provide more information to promote a more thorough evaluation. *The volunteers indicated in their survey that they felt well-prepared and supported, and that they found volunteering to be a rewarding experience. 52% of the volunteers had done it over three times, while 97% of the volunteers indicated that they would recommend volunteering to family, friends, or coworkers.*



Figures 31-32: *Volunteer History and Promotion*

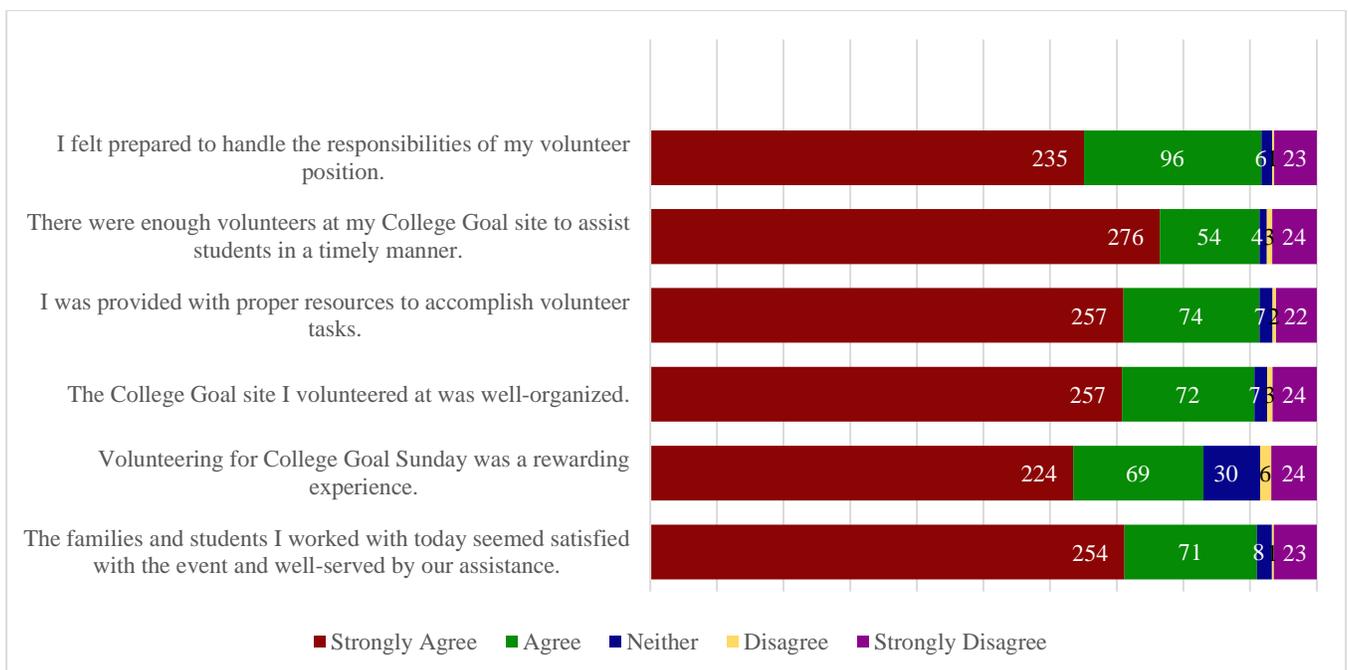


Figure 33: *Volunteer Satisfaction*

**Appendix A: Attendance and Response Rates**Table 1: *Attendance, responses, and response rates*

Site Name	Student Attendance	Responses	Response Rate
African-Centered Prep Academy	12	0	0%
Avila University	8	8	100%
Battle High School	37	6	16%
Bayless High School	18	13	72%
Bolivar High School	5	1	20%
Boonville High School	19	17	89%
California High School	7	6	86%
Cameron High School	10	10	100%
Carnahan High School	9	5	56%
Central Academy of Excellence	10	10	100%
Chaffee High School	16	9	56%
Columbia Area Career Center	17	16	94%
Crane High School	15	9	60%
Drury University Cabool campus	17	17	100%
East High School	13	13	100%
El Dorado Springs High School	15	9	60%
Eldon High School	19	4	21%
Fontbonne University	12	11	92%
Fort Osage High School	28	27	96%
Fulton High School	16	13	81%
Gateway STEM High School	11	11	100%
Hancock High School	16	12	75%
Harris Stowe University	4	3	75%
Hazelwood East High School	16	7	44%
Herndon Career Center	21	13	62%
Hickman High School	52	47	90%
Hillcrest High School	18	16	89%
Hollister High School	4	4	100%
Jennings Senior High	18	6	33%
Kearney High School	10	10	100%
Knob Noster High School	2	2	100%
Lake Career & Technical Center	29	26	90%
Lebanon High School	27	26	96%
Lincoln University	22	19	86%
McCluer High School	10	0	0%
MCC Blue River	1	1	100%
MCC Health Sciences	201	166	83%
Mexico High School	4	0	0%

Site Name	Student Attendance	Responses	Response Rate
Missouri Southern State Univ	10	6	60%
Missouri State Univ West Plains	13	12	92%
Missouri Western University	46	31	67%
Moberly Area Community College	17	16	94%
Moberly High School	23	16	70%
MOHELA offices	3	2	67%
Nevada R-5 High School	32	30	94%
North Central Missouri College	18	15	83%
Northeast High School	7	3	43%
Northwest Missouri State Univ	19	16	84%
Oak Grove High School	18	17	94%
Odessa High School	15	13	87%
Orchard Farm High School	5	3	60%
Ozark R-VI High School	24	20	83%
Ozarks Technical CC	69	27	39%
OTC Table Rock campus	16	17	106%
OTC Waynesville campus	6	5	83%
Parkview High School	17	17	100%
Paseo Academy	11	8	73%
Raymore-Peculiar High School	41	32	78%
Ritenour High School	35	25	71%
Riverview Gardens High School	24	17	71%
Rolla High School	2	0	0%
Saint Charles Community College	44	30	68%
Saint Louis CC Harrison Center	16	13	81%
Saint Louis CC Wildwood	10	9	90%
Sarcoxie High School	4	4	100%
School of the Osage	30	7	23%
Silex High School	12	9	75%
Slater High School	14	13	93%
South Iron R-1 High School	13	10	77%
South Shelby High School	11	12	109%
South Technical High School	7	6	86%
Southeast Missouri State Univ	14	12	86%
State Fair Community College	13	9	69%
Thomas Dunn Learning Center	5	2	40%
Three Rivers Community College	33	30	91%
University City high School	2	2	100%
Univ Central Missouri Summit Cntr	11	9	82%
Van Horn High School	7	3	43%
Webster University	11	10	91%
Westran High School	9	1	11%
Winnetonka High School	39	36	92%

Site Name	Student Attendance	Responses	Response Rate
No response	-	11	-
<b>TOTAL</b>	<b>1545</b>	<b>1189</b>	<b>75%</b>

## Appendix B: Methodology

### Survey and Sign-In Sheet Development

The 2015 CGS survey was largely an expansion upon the 2014 survey last edited by the Survey Research Center at the IUPUI School of Liberal Arts. That survey consisted of a base survey of 16 questions with the opportunity for state coordinators to add additional supplemental questions. Some of these additional questions were selected from a menu of eight pre-written questions. Others were developed by the state coordinators themselves. For the 2015 survey, all eight of those questions were included, and state coordinators were granted the opportunity to write up to two additional questions.

A second source for the 2015 survey comes from the *College Goal Sunday Future Considerations* memo generated by the Survey Research Center in conjunction with the 2014 final report. This report recommended the following actions: (1) omitting a question about the medium in which the FAFSA was submitted, (2) adding questions delving deeper into the reasons for failing to submit the FAFSA, and (3) denoting surveys completed on paper and/or completed by someone other than the student. All of these recommendations were followed in the development of the 2015 survey.

In addition to the changes above, a question was added asking students who failed to submit the FAFSA whether they have access to a computer with which to file the FAFSA at a later date, as well as a question asking students who have submitted the FAFSA to enter their estimated family contribution (EFC). Due to the large number of responses to this question that did not match the format in which the data should appear, no analysis could be conducted on the reported EFCs.

Subsequent to the self-reported estimate of family income is an additional question asking respondents to report the number of members in their household. The use of this information allows us to provide an even clearer picture of economic status and help in determining what income threshold to use for determining low-income status, a qualification for being considered a member of the target audience.

Finally, some questions were edited for specificity, for example, using race, ethnicity, and military status questions pulled from the 2010 census. Additional methods of increasing specificity included additional income brackets as well as allowing for open-ended responses for additional information when a respondent indicated that the help they received was not worth the effort of attending. To enhance the validity of the questions established in the initial survey instrument, a piloted survey containing all of the questions was sent to approximately half of the state coordinators for feedback. The completed instrument was created based on information received from the initial survey, reviewed by a team of experts for reliability and validity and then finalized.

Based on the recommendations provided from last year's future considerations report, a sign-in sheet was created in order to standardize the collection of attendance numbers for the sites. The sheet

includes radio buttons, small circles to be checked, for attendees to denote whether they are a student, parent, or other participant.

### **Survey and Sign-In Sheet Distribution and Data Collection**

The student survey was distributed by two means: online and on paper. Each state coordinator received a hyperlink to their state's survey upon finalization of the core survey, along with a PDF printable document of the sign in sheet to be used for collecting attendance. PDF surveys were generated for states upon submission of the additional state-composed questions for use as paper surveys, and a generic core survey PDF was generated for states who did not respond by the deadline established.

Upon completion of each state's final event, the state coordinator contacted CUME electronically with attendance totals for each site, with subtotals for students, parents, and other. Paper surveys were transferred to the online survey by CGS state volunteers, and then mailed to CUME to be audited and archived. Once received, CUME processed, coded, and analyzed the data. Though there were minimal discrepancies in the reporting of the data, Responses that were determined to be invalid were removed.

### **Training of State Coordinators**

To ensure standardized processes and procedures for handling both attendance and survey administration, an online training webinar was held in December 2014 for all state coordinators. This webinar discussed how to properly use the attendance sheets and surveys, as well as how state coordinators could view their data. While we stressed the completion of surveys online, ultimately the decision as to how the surveys were completed was decided by state and site coordinators based on their assessment of resources and other contributing factors. Questions were answered both within a designated chat window as well as orally by the presenter.

### **Appendix C: Defining the Target Audience**

The definition for the target audience has been refined for the 2015 iteration of the CGS student survey. There are three categorical variables used to identify members of the target audience: underrepresented minority students, low income families, and first-generation college graduates. Underrepresented minorities are any respondents who selected any "yes" response to the question of Hispanic/Latino ethnicity and/or indicated that they identify as Black/African American/African, American Indian/Alaska Native, or Native Hawaiian. Multiracial students will only be included if one of the races with which they identify is listed above.

Qualifying as a low income family has been amended to account for the fact that the question asks for gross income. The Supplemental Nutrition Assistance Program (SNAP) uses a net income level test of 100% of the poverty level and a gross income test of 130% of the poverty level. Therefore, using the 130% level for gross income, the contiguous 28 states and Washington, D.C. will include families with net income less than \$30,000 as low-income, and less than \$40,000 for respondents in Alaska and Hawaii (due to the higher poverty level).

First-generation college students will now qualify based on the phrase "first-generation college graduates" used in the statement of work agreed to by representatives from USA Funds and the CUME. Therefore, students will be included as first-generation college graduates if neither parent completed a certificate or degree, even if they had attended college.

Changes to the definition of underrepresented minority would be expected to shrink the count of the target population, while changes to the low-income family and first-generation college graduate qualifications would be expected to expand the count of the target population. The effects of these changes are shown below. The chart below shows the percent of the audience that qualifies under the 2014 and the 2015 definition.

### **Appendix D: Open-ended Responses**

#### **Was the help you received from College Goal Missouri worth the effort of coming here?**

Elaborations provided by those who answered “no”:

- already applied online
- already complete
- already completed
- already knew all information presented
- completed at home
- Could have done it at home
- did not need help, already filed
- done at home
- had everything finished
- I could have done this at home
- mom forgot her taxes
- No, I already was aware of expectations
- redundant information
- would have been able to complete alone

### **References**

Supplemental Nutrition Assistance Program (SNAP): Eligibility. (2014, October 3). Retrieved February 4, 2015, from <http://www.fns.usda.gov/snap/eligibility#Income>

Survey Research Center. (2014). *College Goal Sunday Future Considerations*. Indianapolis, IN.

United States Census Bureau. (n.d.). Retrieved April 21, 2015, from <http://quickfacts.census.gov/qfd/states/08000.html>

## AGENDA ITEM SUMMARY

### AGENDA ITEM

State Student Aid Status Report  
Coordinating Board for Higher Education  
June 3, 2015

### DESCRIPTION

Student financial aid is a substantive policy tool for the Coordinating Board and the state of Missouri in the promotion of student access and success in postsecondary education. As such, greater awareness of and appreciation for the range and scope of the programs administered by the Missouri Department of Higher Education is crucial. The purpose of this agenda item is to provide the Coordinating Board with background and baseline information about the student financial assistance programs administered by MDHE.

### Program Descriptions

Dating back to the 1970s, Missouri has a long tradition of providing financial assistance to encourage its citizens to seek postsecondary education. While there are various other agencies responsible for the administration of special purpose programs, MDHE is the focal point for most student financial aid issues.

By the conclusion of the current academic year, the MDHE will have distributed approximately \$111 million in student financial aid to more than 70,000 students. The attachments to this item provide detailed information for each of the programs administered by the department, including the number of students served and dollars awarded, by education institution and sector. Amounts reported in the attachments are incomplete because the fiscal year has not ended and institutions have not completed the process of requesting payments for all students, particularly for the A+ Scholarship. A brief description of each of the programs is provided below:

**A+ Scholarship** provides tuition reimbursement for eligible graduates of designated high schools to attend public community colleges, area career colleges or private career technical schools that meet the criteria outlined in statute. Eligible graduates must meet high school criteria relating to grade point average, attendance, mentoring/tutoring, and citizenship.

**Access Missouri Financial Assistance Program** is a need-based program designed to be simple to understand, provide predictable, portable awards and increase access to the student's school of choice. Financial eligibility is determined using the Expected Family Contribution as calculated through the Free Application for Federal Student Aid.

**Advanced Placement Incentive Grant** is a nonrenewable grant designed to encourage high school students to take and score well on Advanced Placement tests in mathematics and science. Students must receive an Access Missouri or A+ award to be eligible for this grant. Students who are eligible for either the Access Missouri or A+ program but have a calculated award amount of zero as a result of other financial aid are also eligible for this grant.

Coordinating Board for Higher Education  
June 3, 2015

**Advantage Missouri** program, established in 1998, was a loan forgiveness program designed to encourage students to enroll in postsecondary education programs leading to employment in high demand occupations. Although funding for new students was terminated in 2004-2005 and the last participating student graduated in August 2007, the loan repayment and forgiveness process continues to be required in order to complete the department's obligations under the program.

**Bright Flight**, the statutory title of which is the Missouri Higher Education Academic Scholarship Program, is a merit-based program that encourages top-ranked high school seniors to attend approved Missouri postsecondary schools.

**Kids' Chance Scholarship** is available to children of workers who were seriously injured or died in a work-related accident covered and compensated by workers' compensation. MDHE partners with Kids' Chance, Inc. of Missouri, an organization that offers a similar, private scholarship, to identify eligible students.

**Marguerite Ross-Barnett Memorial Scholarship**, also known as the Competitiveness Scholarship, is a need-based scholarship established for students who are employed while attending school part-time.

**Minority and Underrepresented Environmental Literacy Scholarship** is designed to assist academically talented minority and underrepresented individuals pursuing a bachelor's or master's degree in an environmental course of study.

**Minority Teaching Scholarship** is designed to attract academically talented minority individuals into the teaching profession. Through this program, students enrolled in approved teacher education programs receive loans to assist with educational expenses. For students who meet all of the program's obligations, the loans are forgiven through conversion to a scholarship.

**Public Service Officer or Employee's Survivor Grant** provides tuition assistance to certain public employees and their families if the employee is killed or permanently and totally disabled in the line of duty.

**Vietnam Veteran's Survivor Grant** provides up to 12 grants annually to children and spouses of Vietnam veterans who served between 1961 and 1972 and whose deaths were attributed to, or caused by, exposure to toxic chemicals during the Vietnam conflict. This program will sunset effective December 31, 2015.

**Wartime Veteran's Survivors Grant** provides up to 25 grants annually to children and spouses of Veterans whose deaths or injuries were a result of combat action or were attributed to an illness that was contracted while serving in combat action, or who became 80 percent disabled as a result of injuries or accidents sustained in combat action since September 11, 2001.

## **State Aid Outlook**

As the number of high school graduates continues to decline and the state's economic picture continues to brighten, we are seeing a slow but steady decline in the number of eligible applicants for Access Missouri. We believe this trend is exacerbated by the relatively low award levels in this program for the past several years. The FY16 appropriation reflects a \$9 million reduction, as recommended by the Governor. However, in May the Governor released \$11 million that was under a spending restriction for FY15. Due to the timing of the release, the \$11 million cannot be used in FY15 and, as a result, will fund FY16 awards. Current projections indicate the FY16 appropriation, in conjunction with the released funds, will allow MDHE to increase award levels by approximately 10 percent. While this level of funding will make a substantial difference in FY16, it is uncertain whether future appropriations will sustain the increased award amounts. A continued focus on increasing the funding levels for this program will be crucial if it is to serve its intended role in supporting postsecondary affordability. As a final note, the award amounts for public four-year and independent institutions were equalized and the maximum award at public two-year institutions was increased in FY15.

Although the designation of new A+ schools has virtually ceased, MDHE staff believe the A+ Scholarship program will continue to grow during the next several years. Some of this growth will be due to its continued popularity with parents and students. In addition, many of the recently designated high schools did not follow the traditional three-year process for designation. It will take time for these schools to develop the structures and culture that result in substantial numbers of graduates meeting the A+ eligibility requirements. The FY16 appropriation includes an additional \$2 million for distribution through this program. It is too early to determine whether that funding level will be sufficient to fully fund the program for FY16, but the expected program growth in future years definitely will require additional resources if this program is to remain fully funded. In response to this situation, the Missouri Community College Association has impaneled a workgroup, which includes MDHE representation, charged with recommending changes to this program to address the funding issues in both the short and long term. MDHE will convene a broadly represented work group this summer to account for all sectors.

For Bright Flight, the FY16 appropriation reflects a \$4 million reduction. However, in May the Governor released \$4 million that was under a spending restriction for FY15. As with Access Missouri, the released funds will be awarded in FY16 due to the timing of the release. Since the released funds balance the reduction, the result will be flat funding for the program in FY16. Based on MDHE projections, we anticipate this funding level will allow the department to maintain the award for the top three percent of test takers at the statutory maximum of \$3,000. However, students in the top fourth and fifth percentiles will remain unfunded.

Beginning in FY13, the legislature provided additional flexibility in the funding of several of our smaller programs. This flexibility allows unspent funds from a specified group of state student financial aid programs to be used to ensure all eligible students in that group of programs are funded. As a result, the Marguerite Ross Barnett Memorial Scholarship, which had not been fully funded since its establishment in the late 1980s, was fully funded in FY13 and FY14, and is anticipated to be fully funded for FY15. This flexibility also has benefited other programs included in this group. This approach will continue into FY16.

During the 2015 legislative session, several legislative proposals were introduced that relate to student financial assistance. While only one of these proposals was enacted, it is important to recognize these areas of legislative focus. The enacted legislation relates to the citizenship requirement for the A+ Scholarship Program. Currently, students who are U.S. citizens, permanent residents, or lawfully present in the United States are eligible for the A+ Scholarship. Effective August 28, 2015, A+ eligibility will be limited to students who are U.S. citizens or permanent residents. This change brings the A+ program's citizenship requirement into alignment with the Access Missouri and Bright Flight programs. In addition, the higher education appropriation bill (HB 3) contains language that prohibits the expenditure of FY16 scholarship funds on behalf of students with an unlawful immigration status.

Two legislative proposals that were introduced but not enacted last year were carried forward to the 2015 legislative session. The first proposal would have added a loan forgiveness component to the Bright Flight program and revised the program's eligibility and academic progress requirements. The second proposal would have provided financial assistance to students enrolled in dual credit coursework. Although neither was enacted, given the continued interest in these proposals by legislators, it is likely they will be reintroduced in the 2016 legislative session.

Finally, some of the legislation introduced in the 2015 session, including the Missouri Promise Scholarship Act and the Missouri Workforce Investment Scholarship Act, signaled renewed interest in significantly assisting students in paying for the first two years of their postsecondary education. It is likely these or similar proposals will continue to be included in discussions of the future of state student assistance.

### **Conclusion**

Through MDHE, the Coordinating Board for Higher Education is responsible for the administration of 12 state-funded student financial aid programs. These programs provide a valuable and substantial resource for Missouri citizens as they further their education beyond high school. It is clear these programs, as well as others that may follow, will continue to be important to the fulfillment of the Coordinating Board's strategic goals.

### **STATUTORY REFERENCE**

Section 160.545, RSMo, A+ Scholarship  
Section 161.415, RSMo, Minority Teaching Scholarship Program  
Section 173.234, RSMo, Wartime Veteran's Survivors Grant  
Section 173.235, RSMo, Vietnam Veteran's Survivor Grant  
Section 173.240, RSMo, Minority and Underrepresented Environmental Literacy Program  
Section 173.250, RSMo, Higher Education Academic Scholarship  
Section 173.254, RSMo, Kids' Chance Scholarship  
Section 173.260, RSMo, Public Service Officer or Employee's Child Survivor Grant  
Section 173.262, RSMo, Marguerite Ross-Barnett Memorial Scholarship  
Section 173.1101, RSMo, Access Missouri Financial Assistance Program  
Section 173.1350, RSMo, Advanced Placement Incentive Grant

**RECOMMENDED ACTION**

This is an information item only.

**ATTACHMENT(S)**

Attachment A: 2014-2015 A+, Access, Bright Flight and Ross-Barnett Payment Table

Attachment B: 2014-2015 Survivor Programs Payment Table

Attachment C: 2014-2015 Minority Programs and AP Incentive Payment Table

Missouri Department of Higher Education  
Student Financial Assistance Program(s)  
Payment Table 2014-2015  
As of May 21, 2015

	A+ Scholarship Program		Access Missouri Financial Assistance Program		Bright Flight Scholarship Program		Marguerite Ross Barnett Memorial Scholarship Program		Total	
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars	Students <sup>1</sup>	Dollars
<b>1862 Land-Grant Universities</b>										
Missouri University of Science and Technology	0	\$0.00	1,588	\$2,117,538.00	1,024	\$2,835,000.00	0	\$0.00	2,318	4,952,538.00
University of Missouri - Columbia	0	\$0.00	5,100	\$7,036,851.00	1,848	\$5,283,490.00	4	\$13,680.00	6,546	12,334,021.00
University of Missouri - Kansas City	0	\$0.00	1,319	\$1,786,500.00	308	\$876,750.00	1	\$4,051.50	1,575	2,667,301.50
University of Missouri - Saint Louis	0	\$0.00	2,047	\$2,573,673.00	103	\$289,500.00	37	\$103,572.00	2,168	2,966,745.00
<b>Sector Subtotal :</b>	<b>0</b>	<b>\$0.00</b>	<b>10,054</b>	<b>\$13,514,562.00</b>	<b>3,283</b>	<b>\$9,284,740.00</b>	<b>42</b>	<b>\$121,303.50</b>	<b>12,607</b>	<b>22,920,605.50</b>
<b>1890 Land-Grant University</b>										
Lincoln University	0	\$0.00	594	\$777,750.00	4	\$10,500.00	0	\$0.00	597	788,250.00
<b>Sector Subtotal :</b>	<b>0</b>	<b>\$0.00</b>	<b>594</b>	<b>\$777,750.00</b>	<b>4</b>	<b>\$10,500.00</b>	<b>0</b>	<b>\$0.00</b>	<b>597</b>	<b>788,250.00</b>
<b>Comprehensive Universities</b>										
Missouri State University	0	\$0.00	4,749	\$6,307,000.00	437	\$1,260,000.00	8	\$18,972.00	5,026	7,585,972.00
Missouri State University - West Plains	286	\$650,886.68	348	\$166,132.00	4	\$9,000.00	0	\$0.00	603	826,018.68
Northwest Missouri State University	0	\$0.00	1,371	\$1,874,103.99	57	\$160,500.00	0	\$0.00	1,405	2,034,603.99
Southeast Missouri State University	0	\$0.00	2,860	\$3,763,393.00	131	\$373,500.00	0	\$0.00	2,959	4,136,893.00
University of Central Missouri	0	\$0.00	2,586	\$3,492,759.00	70	\$199,500.00	0	\$0.00	2,632	3,692,259.00
<b>Sector Subtotal :</b>	<b>286</b>	<b>\$650,886.68</b>	<b>11,914</b>	<b>\$15,603,387.99</b>	<b>699</b>	<b>\$2,002,500.00</b>	<b>8</b>	<b>\$18,972.00</b>	<b>12,625</b>	<b>18,275,746.67</b>
<b>Independent Institution for Art &amp; Music</b>										
Kansas City Art Institute	0	\$0.00	119	\$165,562.50	9	\$27,000.00	0	\$0.00	126	192,562.50
<b>Sector Subtotal :</b>	<b>0</b>	<b>\$0.00</b>	<b>119</b>	<b>\$165,562.50</b>	<b>9</b>	<b>\$27,000.00</b>	<b>0</b>	<b>\$0.00</b>	<b>126</b>	<b>192,562.50</b>
<b>Independent Two-Year Colleges</b>										
Cottey College	0	\$0.00	30	\$42,750.00	1	\$3,000.00	0	\$0.00	31	45,750.00

Missouri Department of Higher Education  
Student Financial Assistance Program(s)  
Payment Table 2014-2015  
As of May 21, 2015

	A+ Scholarship Program		Access Missouri Financial Assistance Program		Bright Flight Scholarship Program		Marguerite Ross Barnett Memorial Scholarship Program		Total	
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars	Students <sup>1</sup>	Dollars
Wentworth Military Academy and Junior College	0	\$0.00	87	\$109,500.00	2	\$6,000.00	0	\$0.00	88	115,500.00
<b>Sector Subtotal :</b>	<b>0</b>	<b>\$0.00</b>	<b>117</b>	<b>\$152,250.00</b>	<b>3</b>	<b>\$9,000.00</b>	<b>0</b>	<b>\$0.00</b>	<b>119</b>	<b>161,250.00</b>
<b>Independent Universities</b>										
Saint Louis University	0	\$0.00	793	\$1,110,750.00	356	\$1,051,500.00	0	\$0.00	1,077	2,162,250.00
Washington University in St. Louis	0	\$0.00	114	\$162,000.00	331	\$973,500.00	24	\$75,624.00	396	1,211,124.00
<b>Sector Subtotal :</b>	<b>0</b>	<b>\$0.00</b>	<b>907</b>	<b>\$1,272,750.00</b>	<b>687</b>	<b>\$2,025,000.00</b>	<b>24</b>	<b>\$75,624.00</b>	<b>1,473</b>	<b>3,373,374.00</b>
<b>Other Independent Four-Year Institutions</b>										
Avila University	0	\$0.00	296	\$402,750.00	5	\$15,000.00	0	\$0.00	298	417,750.00
Central Methodist University	0	\$0.00	1,094	\$1,378,500.00	17	\$46,500.00	0	\$0.00	1,100	1,425,000.00
College of the Ozarks	0	\$0.00	878	\$1,147,500.00	14	\$39,000.00	0	\$0.00	882	1,186,500.00
Columbia College	0	\$0.00	1,798	\$2,073,750.00	15	\$40,500.00	0	\$0.00	1,808	2,114,250.00
Culver-Stockton College	0	\$0.00	284	\$389,556.00	3	\$9,000.00	0	\$0.00	285	398,556.00
Drury University	0	\$0.00	966	\$1,247,212.00	97	\$282,000.00	3	\$6,723.00	1,032	1,535,935.00
Fontbonne University	0	\$0.00	263	\$360,750.00	8	\$24,000.00	5	\$15,618.00	273	400,368.00
Hannibal-LaGrange University	0	\$0.00	250	\$339,750.00	5	\$15,000.00	0	\$0.00	252	354,750.00
Lindenwood University	0	\$0.00	1,667	\$2,171,750.00	89	\$253,500.00	1	\$2,466.00	1,735	2,427,716.00
Maryville University of Saint Louis	0	\$0.00	446	\$621,000.00	41	\$123,000.00	16	\$55,896.00	487	799,896.00
Missouri Baptist University	0	\$0.00	371	\$492,000.00	10	\$27,000.00	0	\$0.00	376	519,000.00
Missouri Valley College	0	\$0.00	303	\$416,250.00	4	\$10,500.00	0	\$0.00	306	426,750.00
Park University	0	\$0.00	390	\$501,567.00	9	\$25,500.00	20	\$53,430.00	419	580,497.00

Missouri Department of Higher Education  
Student Financial Assistance Program(s)  
Payment Table 2014-2015  
As of May 21, 2015

	A+ Scholarship Program		Access Missouri Financial Assistance Program		Bright Flight Scholarship Program		Marguerite Ross Barnett Memorial Scholarship Program		Total	
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars	Students <sup>1</sup>	Dollars
Rockhurst University	0	\$0.00	326	\$475,500.00	75	\$217,500.00	0	\$0.00	381	693,000.00
Southwest Baptist University	0	\$0.00	710	\$971,250.00	58	\$168,000.00	0	\$0.00	736	1,139,250.00
Stephens College	0	\$0.00	198	\$264,962.00	13	\$33,000.00	0	\$0.00	204	297,962.00
Webster University	0	\$0.00	765	\$1,040,746.00	49	\$139,500.00	9	\$24,660.00	807	1,204,906.00
Westminster College	0	\$0.00	263	\$374,250.00	48	\$139,500.00	0	\$0.00	294	513,750.00
William Jewell College	0	\$0.00	240	\$337,313.00	40	\$118,500.00	0	\$0.00	264	455,813.00
William Woods University	0	\$0.00	172	\$238,500.00	16	\$48,000.00	0	\$0.00	182	286,500.00
<b>Sector Subtotal :</b>	<b>0</b>	<b>\$0.00</b>	<b>11,680</b>	<b>\$15,244,856.00</b>	<b>616</b>	<b>\$1,774,500.00</b>	<b>54</b>	<b>\$158,793.00</b>	<b>12,121</b>	<b>17,178,149.00</b>
<b>Professional/Technical Institutions</b>										
Arcadia Valley Career Technology Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Barnes-Jewish College	0	\$0.00	118	\$88,500.00	3	\$4,500.00	0	\$0.00	119	93,000.00
Boonslick Technical Education Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Brookfield Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Cape Girardeau Career & Tech Center	25	\$95,531.00	46	\$24,960.00	0	\$0.00	0	\$0.00	59	120,491.00
Career & Technology Center at Fort Osage	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Carrollton Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Carthage Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Cass Career Center	0	\$0.00	18	\$11,160.00	0	\$0.00	0	\$0.00	18	11,160.00
Cleveland Chiropractic College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Clinton Technical School	5	\$6,399.10	16	\$5,100.00	0	\$0.00	0	\$0.00	21	11,499.10

Missouri Department of Higher Education  
Student Financial Assistance Program(s)  
Payment Table 2014-2015  
As of May 21, 2015

	A+ Scholarship Program		Access Missouri Financial Assistance Program		Bright Flight Scholarship Program		Marguerite Ross Barnett Memorial Scholarship Program		Total	
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars	Students <sup>1</sup>	Dollars
Columbia Area Career Center	7	\$21,425.14	10	\$5,730.00	0	\$0.00	0	\$0.00	17	27,155.14
Current River Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Dallas County Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Davis H. Hart Career Center	2	\$10,320.00	0	\$0.00	0	\$0.00	0	\$0.00	2	10,320.00
Eldon Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Excelsior Springs Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Four Rivers Career Center	7	\$17,068.80	14	\$7,590.00	0	\$0.00	0	\$0.00	16	24,658.80
Franklin Technology Center	0	\$0.00	22	\$12,660.00	0	\$0.00	0	\$0.00	22	12,660.00
Gibson Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Grand River Technical School	20	\$51,836.50	26	\$13,967.50	0	\$0.00	0	\$0.00	43	65,804.00
Hannibal Career and Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Herndon Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Hillyard Technical Center	44	\$167,832.89	32	\$18,150.00	0	\$0.00	0	\$0.00	76	185,982.89
Kennett Career & Technology Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Kirksville Area Technical Center	8	\$30,150.00	16	\$9,570.00	0	\$0.00	0	\$0.00	24	39,720.00
Lake Career & Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Lamar Area Voc. Tech School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Lebanon Technology & Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Lester E. Cox Medical Center/Cox College	0	\$0.00	166	\$198,000.00	0	\$0.00	1	\$4,110.00	167	202,110.00
Lewis & Clark Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00

Missouri Department of Higher Education  
Student Financial Assistance Program(s)  
Payment Table 2014-2015  
As of May 21, 2015

	A+ Scholarship Program		Access Missouri Financial Assistance Program		Bright Flight Scholarship Program		Marguerite Ross Barnett Memorial Scholarship Program		Total	
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars	Students <sup>1</sup>	Dollars
Lex La-Ray Technical Center	11	\$63,178.68	16	\$9,330.00	0	\$0.00	0	\$0.00	26	72,508.68
Logan College of Chiropractic	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Macon Area Vocational School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Moberly Area Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Nevada Regional Technical Center	1	\$3,476.00	0	\$0.00	0	\$0.00	0	\$0.00	1	3,476.00
New Madrid R-I Tech Skills Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Nichols Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
North Central Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
North Technical	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Northland Career Center	6	\$39,603.00	7	\$1,950.00	0	\$0.00	0	\$0.00	11	41,553.00
Northwest Technical School	1	\$1,000.00	0	\$0.00	0	\$0.00	0	\$0.00	1	1,000.00
Ozark Mountain Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Pemiscot County Vocational School of Practical Nursing	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Perryville Area Car & Tech Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Pike-Lincoln Technical Center	5	\$10,712.30	8	\$3,930.00	0	\$0.00	0	\$0.00	12	14,642.30
Poplar Bluff Technical Career Center	7	\$18,404.02	15	\$9,540.00	0	\$0.00	0	\$0.00	18	27,944.02
Ranken Technical College	113	\$408,920.00	270	\$318,846.00	5	\$13,500.00	0	\$0.00	377	741,266.00
Research College of Nursing	0	\$0.00	25	\$33,750.00	0	\$0.00	0	\$0.00	25	33,750.00
Rolla Technical Institute/Center	33	\$77,444.40	63	\$36,720.60	0	\$0.00	0	\$0.00	85	114,165.00
Saint Luke's College	0	\$0.00	74	\$90,000.00	0	\$0.00	0	\$0.00	74	90,000.00

Missouri Department of Higher Education  
Student Financial Assistance Program(s)  
Payment Table 2014-2015  
As of May 21, 2015

	A+ Scholarship Program		Access Missouri Financial Assistance Program		Bright Flight Scholarship Program		Marguerite Ross Barnett Memorial Scholarship Program		Total	
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars	Students <sup>1</sup>	Dollars
Saline County Career Center	4	\$13,292.00	16	\$9,570.00	0	\$0.00	0	\$0.00	20	22,862.00
Sikeston Career & Technology Center	4	\$5,705.00	0	\$0.00	0	\$0.00	0	\$0.00	4	5,705.00
South Central Career Center	17	\$38,626.00	25	\$8,400.00	0	\$0.00	0	\$0.00	42	47,026.00
South Technical	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Southeast Missouri Hospital College of Nursing and Health Sciences	0	\$0.00	45	\$48,750.00	0	\$0.00	34	\$104,394.00	75	153,144.00
Southwest Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
St. Louis College of Pharmacy	0	\$0.00	125	\$183,201.00	35	\$103,500.00	0	\$0.00	150	286,701.00
Texas County Technical College	0	\$0.00	70	\$72,750.00	0	\$0.00	23	\$54,252.00	80	127,002.00
Unitec Career Center	2	\$6,804.00	0	\$0.00	0	\$0.00	0	\$0.00	2	6,804.00
Warrensburg Area Career Center	8	\$39,786.15	22	\$14,520.00	0	\$0.00	0	\$0.00	30	54,306.15
Waynesville Career Center	13	\$64,484.00	8	\$4,485.00	0	\$0.00	0	\$0.00	18	68,969.00
<b>Sector Subtotal :</b>	<b>343</b>	<b>\$1,191,998.98</b>	<b>1,273</b>	<b>\$1,241,130.10</b>	<b>43</b>	<b>\$121,500.00</b>	<b>58</b>	<b>\$162,756.00</b>	<b>1,635</b>	<b>2,717,385.08</b>
<b>Public Four-Year Universities</b>										
Harris-Stowe State University	0	\$0.00	359	\$411,750.00	0	\$0.00	1	\$1,194.00	360	412,944.00
Missouri Southern State University	0	\$0.00	1,367	\$1,769,250.00	52	\$142,500.00	10	\$20,264.40	1,410	1,932,014.40
Missouri Western State University	0	\$0.00	1,441	\$1,873,500.00	36	\$102,000.00	0	\$0.00	1,463	1,975,500.00
<b>Sector Subtotal :</b>	<b>0</b>	<b>\$0.00</b>	<b>3,167</b>	<b>\$4,054,500.00</b>	<b>88</b>	<b>\$244,500.00</b>	<b>11</b>	<b>\$21,458.40</b>	<b>3,233</b>	<b>4,320,458.40</b>
<b>Public Two-Year Colleges</b>										
Crowder College	574	\$774,620.00	655	\$329,077.00	6	\$12,000.00	5	\$3,390.00	1,215	1,119,087.00
East Central College	527	\$645,412.50	546	\$262,135.00	13	\$28,500.00	65	\$47,652.00	1,114	983,699.50

Missouri Department of Higher Education  
Student Financial Assistance Program(s)  
Payment Table 2014-2015  
As of May 21, 2015

	A+ Scholarship Program		Access Missouri Financial Assistance Program		Bright Flight Scholarship Program		Marguerite Ross Barnett Memorial Scholarship Program		Total	
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars	Students <sup>1</sup>	Dollars
Jefferson College	628	\$836,227.26	667	\$307,002.00	8	\$16,500.00	0	\$0.00	1,267	1,159,729.26
Metropolitan Community College	2,169	\$4,978,508.50	1,416	\$673,979.00	37	\$96,000.00	1	\$1,710.00	3,547	5,750,197.50
Metropolitan Community Colleges - Longview	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Metropolitan Community Colleges - Maple Woods	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Mineral Area College	467	\$680,472.00	609	\$296,396.00	3	\$6,000.00	0	\$0.00	1,043	982,868.00
Moberly Area Community College	854	\$1,449,484.27	664	\$330,207.00	6	\$13,500.00	0	\$0.00	1,474	1,793,191.27
North Central Missouri College	312	\$835,353.00	320	\$162,214.00	2	\$4,500.00	0	\$0.00	602	1,002,067.00
Ozarks Technical Community College	2,217	\$5,882,181.02	1,696	\$824,430.00	15	\$34,500.00	2	\$1,710.00	3,850	6,742,821.02
St. Charles Community College	1,459	\$3,273,460.80	526	\$220,450.00	7	\$18,000.00	1	\$570.00	1,965	3,512,480.80
St. Louis Community College - Florissant Valley	267	\$419,562.46	1,762	\$774,810.00	8	\$16,500.00	0	\$0.00	2,028	1,210,872.46
St. Louis Community College - Forest Park	120	\$196,100.86	2	\$480.00	0	\$0.00	0	\$0.00	122	196,580.86
St. Louis Community College - Meramec	915	\$1,910,425.06	0	\$0.00	4	\$7,500.00	0	\$0.00	918	1,917,925.06
St. Louis Community College - Wildwood	221	\$458,707.68	0	\$0.00	3	\$9,000.00	0	\$0.00	222	467,707.68
State Fair Community College	624	\$1,445,968.85	579	\$308,414.00	2	\$6,000.00	0	\$0.00	1,163	1,760,382.85
Three Rivers Community College	376	\$882,478.00	734	\$376,815.00	2	\$6,000.00	0	\$0.00	1,087	1,265,293.00
<b>Sector Subtotal :</b>	<b>11,730</b>	<b>\$24,668,962.26</b>	<b>10,176</b>	<b>\$4,866,409.00</b>	<b>116</b>	<b>\$274,500.00</b>	<b>74</b>	<b>\$55,032.00</b>	<b>21,617</b>	<b>29,864,903.26</b>
<b>Public Two-Year Technical College</b>										
State Technical College of Missouri	653	\$3,427,937.00	245	\$261,348.00	3	\$7,500.00	0	\$0.00	817	3,696,785.00
<b>Sector Subtotal :</b>	<b>653</b>	<b>\$3,427,937.00</b>	<b>245</b>	<b>\$261,348.00</b>	<b>3</b>	<b>\$7,500.00</b>	<b>0</b>	<b>\$0.00</b>	<b>817</b>	<b>3,696,785.00</b>
<b>Statewide Liberal Arts University</b>										

Missouri Department of Higher Education  
Student Financial Assistance Program(s)  
Payment Table 2014-2015  
As of May 21, 2015

	A+ Scholarship Program		Access Missouri Financial Assistance Program		Bright Flight Scholarship Program		Marguerite Ross Barnett Memorial Scholarship Program		Total	
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars	Students <sup>1</sup>	Dollars
Truman State University	0	\$0.00	1,518	\$2,153,038.00	762	\$2,208,935.00	4	\$9,042.00	2,042	4,371,015.00
<b>Sector Subtotal :</b>	<b>0</b>	<b>\$0.00</b>	<b>1,518</b>	<b>\$2,153,038.00</b>	<b>762</b>	<b>\$2,208,935.00</b>	<b>4</b>	<b>\$9,042.00</b>	<b>2,042</b>	<b>4,371,015.00</b>
<b>Program Total :</b> <sup>2</sup>	<b>13,012</b>	<b>\$29,939,784.92</b>	<b>51,764</b>	<b>\$59,307,543.59</b>	<b>6,313</b>	<b>\$17,990,175.00</b>	<b>275</b>	<b>\$622,980.90</b>	<b>69,012</b>	<b>107,860,484.41</b>
<b>Unduplicated Student Count by Program :</b> <sup>3</sup>	<b>12,840</b>		<b>51,437</b>		<b>6,283</b>		<b>275</b>			
									<b>Total Unduplicated Student Count :</b> <sup>4</sup>	<b>68,187</b>

1 - Students: The student counts in this column contain duplication when students received payment under more than one program.

2 - Program Total: The student counts in this row contain duplication when transfer students received payment for a program at more than one institution. The student count at the intersection of the Students column beneath the All Programs Total Header and the Program Total row contains duplication when students received payments for more than one program and/or at more than one institution.

3 - Unduplicated Student Count by Program: The student counts in this row include a student only once for each program, even if they were paid at more than one institution.

4 - Total Unduplicated Student Count: The student count in this row is for all programs and includes a student only once, even if they were paid for more than one program and/or at more than one institution.

Missouri Department of Higher Education  
Missouri Student Financial Assistance Programs  
2014-2015 Payment Table  
As of May 21, 2015

	Kids' Chance Scholarship		Public Safety Officer or Employee's Child Survivor Grant Program		Vietnam Veteran's Survivor Grant		Wartime Veteran's Survivor Grant		Total Students	Total Dollars
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars		
<b>1862 LAND-GRANT UNIVERSITIES</b>										
Missouri University of Science and Technology	0	\$0.00	0	\$0.00	0	\$0.00	1	\$5,006.25	1	\$5,006.25
University of Missouri-Columbia	0	\$0.00	2	\$13,152.00	1	\$5,348.00	1	\$13,697.32	4	\$32,197.32
University of Missouri-Kansas City	0	\$0.00	1	\$3,288.00	0	\$0.00	0	\$0.00	1	\$3,288.00
University of Missouri-St. Louis	1	\$3,000.00	0	\$0.00	1	\$2,674.00	0	\$0.00	2	\$5,674.00
<b>Sector Subtotal</b>	<b>1</b>	<b>\$3,000.00</b>	<b>3</b>	<b>\$16,440.00</b>	<b>2</b>	<b>\$8,022.00</b>	<b>2</b>	<b>\$18,703.57</b>	<b>8</b>	<b>\$46,165.57</b>
<b>1890 LAND-GRANT UNIVERSITY</b>										
Lincoln University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
<b>Sector Subtotal</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>
<b>COMPREHENSIVE UNIVERSITIES</b>										
Missouri State University	0	\$0.00	0	\$0.00	1	\$2,674.00	2	\$22,491.88	3	\$25,165.88
Missouri State University - West Plains	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Northwest Missouri State University	0	\$0.00	0	\$0.00	0	\$0.00	1	\$12,971.05	1	\$12,971.05
Southeast Missouri State University	0	\$0.00	2	\$11,331.25	0	\$0.00	2	\$14,135.98	4	\$25,467.23
University of Central Missouri	0	\$0.00	2	\$12,240.40	0	\$0.00	0	\$0.00	2	\$12,240.40
<b>Sector Subtotal</b>	<b>0</b>	<b>\$0.00</b>	<b>4</b>	<b>\$23,571.65</b>	<b>1</b>	<b>\$2,674.00</b>	<b>5</b>	<b>\$49,598.91</b>	<b>10</b>	<b>\$75,844.56</b>
<b>INDEPENDENT INSTITUTION FOR ART &amp; MUSIC</b>										
Kansas City Art Institute	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
<b>Sector Subtotal</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>
<b>INDEPENDENT TWO-YEAR COLLEGES</b>										
Cottey College									0	\$0.00
Wentworth Military Academy and Junior College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
<b>Sector Subtotal</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>
<b>INDEPENDENT UNIVERSITIES</b>										
Saint Louis University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Washington University in St. Louis	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
<b>Sector Subtotal</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>
<b>OTHER INDEPENDENT FOUR-YEAR INSTITUTIONS</b>										
Avila University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Central Methodist University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
College of the Ozarks	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00

Missouri Department of Higher Education  
Missouri Student Financial Assistance Programs  
2014-2015 Payment Table  
As of May 21, 2015

	Kids' Chance Scholarship		Public Safety Officer or Employee's Child Survivor Grant Program		Vietnam Veteran's Survivor Grant		Wartime Veteran's Survivor Grant		Total Students	Total Dollars
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars		
Columbia College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Culver-Stockton College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Drury University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Fontbonne University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Hannibal-LaGrange University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lindenwood University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Maryville University of Saint Louis	1	\$3,000.00	1	\$6,576.00	0	\$0.00	0	\$0.00	2	\$9,576.00
Missouri Baptist University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Missouri Valley College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Park University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Rockhurst University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Southwest Baptist University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Stephens College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Webster University	1	\$3,000.00	1	\$6,576.00	0	\$0.00	0	\$0.00	2	\$9,576.00
Westminster College	0	\$0.00	1	\$6,576.00	0	\$0.00	0	\$0.00	1	\$6,576.00
William Jewell College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
William Woods University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
<b>Sector Subtotal</b>	<b>2</b>	<b>\$6,000.00</b>	<b>3</b>	<b>\$19,728.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>5</b>	<b>\$25,728.00</b>
<b>PROFESSIONAL/TECHNICAL INSTITUTIONS</b>										
Arcadia Valley Career Technology Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Barnes-Jewish College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Boonslick Technical Education Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Brookfield Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Cape Girardeau Career & Tech Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Career & Technology Center at Fort Osage	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Carrollton Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Carthage Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Cass Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Cleveland Chiropractic College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Clinton Technical School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Columbia Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Current River Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Dallas County Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Davis H. Hart Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Eldon Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Excelsior Springs Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00

Missouri Department of Higher Education  
Missouri Student Financial Assistance Programs  
2014-2015 Payment Table  
As of May 21, 2015

	Kids' Chance Scholarship		Public Safety Officer or Employee's Child Survivor Grant Program		Vietnam Veteran's Survivor Grant		Wartime Veteran's Survivor Grant		Total Students	Total Dollars
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars		
Four Rivers Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Franklin Technology Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Gibson Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Grand River Technical School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Hannibal Career and Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Herndon Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Hillyard Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Kennett Career & Technology Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Kirksville Area Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lake Career & Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lamar Area Voc Tech School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lebanon Technology & Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lester E. Cox Medical Center/Cox College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lewis & Clark Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lex La-Ray Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Logan College of Chiropractic	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Macon Area Vocational School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Moberly Area Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Nevada Regional Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
New Madrid R-I Tech Skills Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Nichols Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
North Central Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
North Technical	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Northland Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Northwest Technical School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Ozark Mountain Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Pemiscot County Vocational School of Practical Nursing	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Perryville Area Car & Tech Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Pike-Lincoln Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Poplar Bluff Technical Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Ranken Technical College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Research College of Nursing	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Rolla Technical Institute/Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Saint Luke's College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Saline County Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sikeston Career and Technology Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00

Missouri Department of Higher Education  
Missouri Student Financial Assistance Programs  
2014-2015 Payment Table  
As of May 21, 2015

	Kids' Chance Scholarship		Public Safety Officer or Employee's Child Survivor Grant Program		Vietnam Veteran's Survivor Grant		Wartime Veteran's Survivor Grant		Total Students	Total Dollars
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars		
South Central Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
South Technical	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Southeast Missouri Hospital College of Nursing and Health Sciences	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Southwest Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Louis College of Pharmacy	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Texas County Technical College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Unitec Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Warrensburg Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Waynesville Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
<b>Sector Subtotal</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>
<b>PUBLIC FOUR-YEAR UNIVERSITIES</b>										
Harris-Stowe State University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Missouri Southern State University	0	\$0.00	1	\$5,169.80	0	\$0.00	0	\$0.00	1	\$5,169.80
Missouri Western State University	0	\$0.00	1	\$2,410.90	0	\$0.00	0	\$0.00	1	\$2,410.90
<b>Sector Subtotal</b>	<b>0</b>	<b>\$0.00</b>	<b>2</b>	<b>\$7,580.70</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>2</b>	<b>\$7,580.70</b>
<b>PUBLIC TWO-YEAR COLLEGES</b>										
Crowder College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
East Central College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Jefferson College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Metropolitan Community College	0	\$0.00	2	\$2,395.00	0	\$0.00	0	\$0.00	2	\$2,395.00
Metropolitan Community College - Longview	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Metropolitan Community College - Maple Woods	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Mineral Area College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Moberly Area Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
North Central Missouri College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Ozarks Technical Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Charles Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Louis Community College - Florissant Valley	0	\$0.00	0	\$0.00	0	\$0.00	1	\$3,611.00	1	\$3,611.00
St. Louis Community College - Forest Park	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Louis Community College - Meramec	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Louis Community College - Wildwood	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
State Fair Community College	0	\$0.00	0	\$0.00	0	\$0.00	1	\$7,673.13	1	\$7,673.13
Three Rivers Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
<b>Sector Subtotal</b>	<b>0</b>	<b>\$0.00</b>	<b>2</b>	<b>\$2,395.00</b>	<b>0</b>	<b>\$0.00</b>	<b>2</b>	<b>\$11,284.13</b>	<b>4</b>	<b>\$13,679.13</b>

Missouri Department of Higher Education  
Missouri Student Financial Assistance Programs  
2014-2015 Payment Table  
As of May 21, 2015

	Kids' Chance Scholarship		Public Safety Officer or Employee's Child Survivor Grant Program		Vietnam Veteran's Survivor Grant		Wartime Veteran's Survivor Grant		Total Students	Total Dollars
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars		
<b>PUBLIC TWO-YEAR TECHNICAL COLLEGE</b>										
State Technical College of Missouri	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sector Subtotal	<u>0</u>	<u>\$0.00</u>	<u>0</u>	<u>\$0.00</u>	<u>0</u>	<u>\$0.00</u>	<u>0</u>	<u>\$0.00</u>	<u>0</u>	<u>\$0.00</u>
<b>STATEWIDE LIBERAL ARTS UNIVERSITY</b>										
Truman State University	0	\$0.00	1	\$3,288.00	0	\$0.00	0	\$0.00	1	\$3,288.00
Sector Subtotal	<u>0</u>	<u>\$0.00</u>	<u>1</u>	<u>\$3,288.00</u>	<u>0</u>	<u>\$0.00</u>	<u>0</u>	<u>\$0.00</u>	<u>1</u>	<u>\$3,288.00</u>
<b>GRAND TOTAL</b>	<u><u>3</u></u>	<u><u>\$9,000.00</u></u>	<u><u>15</u></u>	<u><u>\$73,003.35</u></u>	<u><u>3</u></u>	<u><u>\$10,696.00</u></u>	<u><u>9</u></u>	<u><u>\$79,586.61</u></u>	<u><u>30</u></u>	<u><u>\$172,285.96</u></u>

**Missouri Department of Higher Education**  
**Missouri Student Financial Assistance Programs**  
**2014-2015 Payment Table**  
**As of May 21, 2015**

	Minority Teaching Scholarship		Minority and Underrepresented Environmental Literacy Program		Advanced Placement Incentive Grant		Total Students	Total Dollars
	Students	Dollars	Students	Dollars	Students	Dollars		
<b>1862 LAND-GRANT UNIVERSITIES</b>								
Missouri University of Science and Technology	0	\$0.00	5	\$15,044.00	3	\$1,500.00	8	\$16,544.00
University of Missouri-Columbia	0	\$0.00	2	\$7,522.00	3	\$1,500.00	5	\$9,022.00
University of Missouri-Kansas City	0	\$0.00	0	\$0.00	1	\$500.00	1	\$500.00
University of Missouri-St. Louis	1	\$2,000.00	1	\$1,880.50	0	\$0.00	2	\$3,880.50
<b>Sector Subtotal</b>	<b>1</b>	<b>\$2,000.00</b>	<b>8</b>	<b>\$24,446.50</b>	<b>7</b>	<b>\$3,500.00</b>	<b>16</b>	<b>\$29,946.50</b>
<b>1890 LAND-GRANT UNIVERSITY</b>								
Lincoln University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
<b>Sector Subtotal</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>
<b>COMPREHENSIVE UNIVERSITIES</b>								
Missouri State University	0	\$0.00	0	\$0.00	1	\$500.00	1	\$500.00
Missouri State University-West Plains	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Northwest Missouri State University	2	\$4,000.00	0	\$0.00	0	\$0.00	2	\$4,000.00
Southeast Missouri State University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
University of Central Missouri	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
<b>Sector Subtotal</b>	<b>2</b>	<b>\$4,000.00</b>	<b>0</b>	<b>\$0.00</b>	<b>1</b>	<b>\$500.00</b>	<b>3</b>	<b>\$4,500.00</b>
<b>INDEPENDENT INSTITUTIONS FOR ART &amp; MUSIC</b>								
Kansas City Art Institute	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
<b>Sector Subtotal</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>
<b>INDEPENDENT TWO-YEAR COLLEGES</b>								
Cottey College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Wentworth Military Academy and Junior College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
<b>Sector Subtotal</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>
<b>INDEPENDENT UNIVERSITIES</b>								
Saint Louis University	1	\$2,000.00	0	\$0.00	0	\$0.00	1	\$2,000.00
Washington University in St. Louis	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
<b>Sector Subtotal</b>	<b>1</b>	<b>\$2,000.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>1</b>	<b>\$2,000.00</b>
<b>OTHER INDEPENDENT FOUR-YEAR INSTITUTIONS</b>								
Avila University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Central Methodist University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
College of the Ozarks	0	\$0.00	1	\$3,761.00	0	\$0.00	1	\$3,761.00
Columbia College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Culver-Stockton College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Drury University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Fontbonne University	0	\$0.00	0	\$0.00	1	\$500.00	1	\$500.00
Hannibal-LaGrange University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lindenwood University	0	\$0.00	1	\$1,880.50	0	\$0.00	1	\$1,880.50
Maryville University of Saint Louis	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Missouri Baptist University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Missouri Valley College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00

**Missouri Department of Higher Education**  
**Missouri Student Financial Assistance Programs**  
**2014-2015 Payment Table**  
**As of May 21, 2015**

	Minority Teaching Scholarship		Minority and Underrepresented Environmental Literacy Program		Advanced Placement Incentive Grant		Total Students	Total Dollars
	Students	Dollars	Students	Dollars	Students	Dollars		
Park University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Rockhurst University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Southwest Baptist University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Stephens College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Webster University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Westminster College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
William Jewell College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
William Woods University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
<b>Sector Subtotal</b>	<b>0</b>	<b>\$0.00</b>	<b>2</b>	<b>\$5,641.50</b>	<b>1</b>	<b>\$500.00</b>	<b>3</b>	<b>\$6,141.50</b>

**PROFESSIONAL/TECHNICAL INSTITUTIONS**

Arcadia Valley Career Technology Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Barnes-Jewish College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Boonslick Technical Education Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Brookfield Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Cape Girardeau Career & Tech Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Career and Technology Center at Fort Osage	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Carrollton Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Carthage Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Cass Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Cleveland Chiropractic College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Clinton Technical School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Columbia Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Current River Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Dallas County Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Davis H. Hart Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Eldon Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Excelsior Springs Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Four Rivers Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Franklin Technology Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Gibson Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Grand River Technical School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Hannibal Career and Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Herndon Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Hillyard Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Kennett Career & Technology Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Kirksville Area Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lake Career & Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lamar Area Voc Tech School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lebanon Technology & Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lester E. Cox Medical Center/Cox College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lewis & Clark Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lex La-Ray Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Logan College of Chiropractic	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Macon Area Vocational School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Moberly Area Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00

**Missouri Department of Higher Education**  
**Missouri Student Financial Assistance Programs**  
**2014-2015 Payment Table**  
**As of May 21, 2015**

	Minority Teaching Scholarship		Minority and Underrepresented Environmental Literacy Program		Advanced Placement Incentive Grant		Total Students	Total Dollars
	Students	Dollars	Students	Dollars	Students	Dollars		
Nevada Regional Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
New Madrid R-I Tech Skills Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Nichols Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
North Central Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
North Technical	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Northland Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Northwest Technical School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Ozark Mountain Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Pemiscot County Vocational School of Practical Nursing	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Perryville Area Car & Tech Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Pike-Lincoln Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Poplar Bluff Technical Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Ranken Technical College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Research College of Nursing	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Rolla Technical Institute/Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Saint Luke's College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Saline County Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sikeston Career & Technology Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
South Central Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
South Technical	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Southeast Missouri Hospital College of Nursing and Health Sciences	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Southwest Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Louis College of Pharmacy	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Texas County Technical College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Unitec Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Warrensburg Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Waynesville Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
<b>Sector Subtotal</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>
<b>PUBLIC FOUR-YEAR UNIVERSITIES</b>								
Harris-Stowe State University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Missouri Southern State University	0	\$0.00	0	\$0.00	1	\$500.00	1	\$500.00
Missouri Western State University	1	\$2,000.00	0	\$0.00	0	\$0.00	1	\$2,000.00
<b>Sector Subtotal</b>	<b>1</b>	<b>\$2,000.00</b>	<b>0</b>	<b>\$0.00</b>	<b>1</b>	<b>\$500.00</b>	<b>2</b>	<b>\$2,500.00</b>
<b>PUBLIC TWO-YEAR COLLEGES</b>								
Crowder College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
East Central College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Jefferson College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Metropolitan Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Metropolitan Community College - Longview	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Metropolitan Community College - Maple Woods	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Mineral Area College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Moberly Area Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
North Central Missouri College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00

**Missouri Department of Higher Education**  
**Missouri Student Financial Assistance Programs**  
**2014-2015 Payment Table**  
**As of May 21, 2015**

	<b>Minority Teaching Scholarship</b>		<b>Minority and Underrepresented Environmental Literacy Program</b>		<b>Advanced Placement Incentive Grant</b>		<b>Total Students</b>	<b>Total Dollars</b>
	<b>Students</b>	<b>Dollars</b>	<b>Students</b>	<b>Dollars</b>	<b>Students</b>	<b>Dollars</b>		
Ozarks Technical Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Charles Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Louis Community College - Florissant Valley	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Louis Community College - Forest Park	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Louis Community College - Meramec	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Louis Community College - Wildwood	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
State Fair Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Three Rivers Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
<b>Sector Subtotal</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>
<b>PUBLIC TWO-YEAR TECHNICAL COLLEGE</b>								
State Technical College of Missouri	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
<b>Sector Subtotal</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>
<b>STATEWIDE LIBERAL ARTS UNIVERSITY</b>								
Truman State University	0	\$0.00	0	\$0.00	7	\$3,500.00	7	\$3,500.00
<b>Sector Subtotal</b>	<b>0</b>	<b>\$0.00</b>	<b>0</b>	<b>\$0.00</b>	<b>7</b>	<b>\$3,500.00</b>	<b>7</b>	<b>\$3,500.00</b>
<b>GRAND TOTAL</b>	<b>5</b>	<b>\$10,000.00</b>	<b>10</b>	<b>\$30,088.00</b>	<b>17</b>	<b>\$8,500.00</b>	<b>32</b>	<b>\$48,588.00</b>

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Academic Program Actions  
Coordinating Board for Higher Education  
June 3, 2015

### DESCRIPTION

This agenda item reports all proposals for program actions reviewed by the Missouri Department of Higher Education since the April 9, 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	Associate	Baccalaureate	Graduate	Total
<b>Deleted</b>	0	0	0	2	2
<b>Inactivated</b>	5	0	3	0	8
<b>Other Program Changes*</b>	13	9	5	6	33
<b>New</b>	34	11	7	4	56
<b>Off-Site</b>	6	2	0	1	9
<b>Programs Withdrawn</b>	0	0	0	0	0

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

#### Public Comment for Public Institutions

All new program proposals from public 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.

#### Independent Institutions

	Certificates	Associate	Baccalaureate	Graduate	Total
<b>Deleted</b>	0	0	0	0	0
<b>Inactivated</b>	0	0	0	0	0
<b>Other Program Changes*</b>	0	0	0	0	0
<b>New</b>	0	0	1	0	1
<b>Off-Site</b>	0	0	0	2	2
<b>Programs Withdrawn</b>	0	0	0	0	0

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

#### Public Comment 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.

**Mineral Area College** provided notification that the following MDHE-approved location is now approved and recognized by the Higher Learning Commission:

Farmington Outreach Center  
One Black Knight Drive  
Farmington, MO 63640

**Missouri State University** provided notification that they will be providing degree completion programs at the following location on the campus of Missouri State University-West Plains:

Shannon Hall  
401 West 17<sup>th</sup> Street  
Mountain Grove, MO 65711

**State Technical College of Missouri** provided notification of a change of address for the Capital Region Medical Center location:

Capital Region Medical Center  
1310 Edgewood  
Jefferson City, MO 65109

**Three Rivers Community College** provided notification of a change of address for the Sikeston Center.

The old location is listed as:  
1003 Kathleen Street  
Sikeston, MO 63801.

The new location for the Sikeston Center is:  
1400 S. Main Street  
Sikeston, MO 63801

### **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**

**It is recommended that the Coordinating Board for Higher Education approve the off-site location update listed in this information item and the program changes and new program proposals listed in the attachment.**

### **ATTACHMENT(S)**

Attachment A – Academic Program Actions

## ACADEMIC PROGRAM ACTIONS

Under RSMo 173.005.11 and 6 CSR 10-10.010, out-of-state public institutions offering programs in Missouri are subject to an approval process similar to that for Missouri's public institutions of higher education. The CBHE must approve all programs before they are offered in Missouri.

### Academic Program Changes (Public Institutions)

#### Crowder College

**1) Current Program:**

AAS, Energy Efficient Building Technology, CIP 46.0000  
Alternative Technologies  
Construction Management  
Construction, General

Proposed Change:

Title change, CIP code change, and delete options

Program as Changed:

AAS, Energy Efficient Building Technology, CIP 15.1001  
Alternative Technologies  
~~Construction Management~~ (delete option)  
~~Construction, General~~ (delete option)  
AAS, Construction Management, CIP 15.1001 (title change)  
AAS, General Construction, CIP 15.1001

#### Jefferson College

**1) Current Program:**

AAS, Automation & Electrical Control Systems, CIP 15.0303

Proposed Change:

Title change, CIP code change, and addition of one-year certificate program developed from existing parent degree

Program as Changed:

AAS, Electronics Technology, CIP 47.0105 (title and CIP change)  
C1, Electronics Technology, CIP 47.0105 (add certificate)

#### Metropolitan Community College-Business and Technology

**1) Current Program:**

C1, Industrial Electrical, CIP 15.0699  
C1, Millwright, CIP 15.0699  
C1, Stationary Engineering, CIP 15.0699  
C1, Programmable Logic Controller, CIP 15.0699  
C1, Instrumentation & Controls, CIP 15.0404

Proposed Change:

Title change, CIP change, add certificate developed from approved existing parent degree

Program as Changed:

C1, Industrial Electrical Level II, CIP 15.0699 (title change)

C1, Industrial Millwright Level II, CIP 15.0699 (title change)

C1, Stationary Engineering Level II, CIP 15.0699 (title change)

C1, Stationary Engineering-Critical Facilities Instrumentation Level III, CIP 15.0699  
(add certificate)

C1, Instrumentation Level III, CIP 15.0699 (title and CIP code change)

C1, Industrial Automation/Mechatronics Level II, CIP 15.0699 (title change)

C1, Industrial Automation/Mechatronics Level III, CIP 15.0699 (add certificate)

**2) Current Program:**

n/a

Proposed Change:

Add certificate program developed from approved parent degree program

Program as Changed:

C1, Industrial Technology, Level I, CIP 15.0699 (add certificate)

C1, Industrial Mechanic Level II-Maintenance Mechanic, CIP 15.0699 (add certificate)

C1, Stationary Engineering-HVAC, CIP 15.0699 (add certificate)

**Missouri Southern State University**

**1) Current Program:**

MSE, Teaching: Early Childhood Education (Joint MSSU/NMSU), CIP 13.1210

Proposed Change:

Delete program

Program as Changed:

~~MSE, Teaching: Early Childhood Education (Joint MSSU/NMSU), CIP 13.1210 (delete)~~

**2) Current Program:**

MSE, Teaching: Instructional Technology (Joint MSSU/NMSU), CIP 13.1321

Proposed Change:

Delete program

Program as Changed:

~~MSE, Teaching: Instructional Technology (Joint MSSU/NMSU), CIP 13.1321 (delete)~~

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

### **1) Current Program:**

AAS, Respiratory Therapy, CIP 51.0908

Proposed Change:

Title change only

Program as Changed:

AAS, Respiratory Care, CIP 51.0908 (title change only)

## **Missouri Western State University**

### **1) Current Program:**

MAA, Digital Media, CIP 30.9999

Proposed Change:

Add certificate developed from approved existing parent program

Program as Changed:

MAA, Digital Media, CIP 30.9999

GRCT, Digital Media, CIP 09.0702 (add certificate)

### **2) Current Program:**

MIM, Information Management, CIP 52.1201

Enterprise Resource Planning

Proposed Change:

Change CIP Code

Program as Changed:

MIM, Information Management, CIP 11.0199 (change CIP code)

Enterprise Resource Planning

## **Moberly Area Community College**

### **1) Current Program:**

AAS, Drafting Design Technology, CIP 15.1301

C0, Drafting Design Technology, CIP 15.1301

C1, Drafting Design Technology, CIP 15.1301

AAS, Industrial Technology, CIP 15.0613

Industrial Maintenance

Machine Tool

Mechatronics

Power Plant

C0, Mechatronics, CIP 47.0303

C1, Mechatronics, CIP 47.0303

C1, Industrial Technology, CIP 15.0613

Proposed Change:

Combine AAS programs, certificates, and options; title change; CIP change. Institution also submitted proposal for off-site delivery of existing program (newly combined program) to be offered at Moberly, Columbia, Mexico, Kirksville, and Hannibal locations.

Program as Changed:

AAS, Engineering Design & Development, CIP 15.1399  
Architectural & Mechanical Design  
Machine Tool

C0, Architectural & Mechanical Design, CIP 15.1399  
C1, Architectural & Mechanical Design, CIP 15.1399

AAS, Engineering Systems, CIP 15.0499  
Maintenance  
Mechatronics

C0, Mechatronics, CIP 15.0499  
C1, Mechatronics, CIP 15.0499  
C1, Maintenance, CIP 15.0499

**North Central Missouri College**

**1) Current Program:**

C1, Accounting, CIP 52.0302

Proposed Change:

Reduction in credit hours of certificate from 37 to 28. Certificate remains a C1; no change to program inventory listing.

Program as Changed:

C1, Accounting, CIP 52.0302 (no change)

**Northwest Missouri State University**

**1) Current Program:**

BA, Psychology/Sociology, CIP 42.2707  
BS, Psychology/Sociology, CIP 42.2707

Proposed Change:

Inactivate program

Program as Changed:

BA, Psychology/Sociology, CIP 42.2707 (inactivate)  
BS, Psychology/Sociology, CIP 42.2707 (inactivate)

**2) Current Program:**

BS, Public Administration, CIP 44.0401

Proposed Change:  
Inactivate program

Program as Changed:  
BS, Public Administration, CIP 44.0401 (inactivate)

### **Ozarks Technical Community College**

#### **1) Current Program:**

AAS, Emergency Medical Technician-Paramedic, CIP 51.0904

Proposed Change:  
Add certificate program developed from approved parent program

Program as Changed:  
AAS, Emergency Medical Technician-Paramedic, CIP 51.0904  
C0, Emergency Medical Technician Certificate of Specialization, CIP 51.0904 (add certificate)

### **St. Charles Community College**

#### **1) Current Program:**

AAS, Business Technology, CIP 15.0612

Proposed Change:  
Add single-semester certificate to existing parent program and CIP code change

Program as Changed:  
AAS, Business Technology, CIP 52.0204 (CIP code change)  
C0, Software Productivity, CIP 52.0204 (add certificate)

#### **2) Current Program:**

AAS, Graphic Design, CIP 50.0402

Proposed Change:  
Add single-semester certificate to existing parent program

Program as Changed:  
AAS, Graphic Design, CIP 50.0402  
C0, Photographic Media, CIP 50.0402 (add certificate)

#### **3) Current Program:**

AA, Arts and Sciences, CIP 24.0101

Proposed Change:  
Add single-semester certificate to existing parent program

Program as Changed:  
AA, Arts and Sciences, CIP 24.0101  
C0, Creative Writing, CIP 24.0101 (add certificate)

### **St. Louis Community College**

#### **1) Current Program:**

n/a

Proposed Change:  
Add single-semester certificate to existing parent program

Program as Changed:  
C1, Food and Beverage Management, CIP 52.0905

#### **2) Current Program:**

n/a

Proposed Change:  
Add single-semester certificate to existing parent program

Program as Changed:  
C1, Hotel Management, CIP 52.0904

### **State Technical College of Missouri**

#### **1) Current Program:**

AAS, Computer Programming, CIP 11.0201

Proposed Change:  
Title change only

Program as Changed:  
AAS, Computer Application Development, CIP 11.0201 (title change)

### **Three Rivers Community College**

#### **1) Current Program:**

C0, Hospitality and Tourism, CIP 52.0901

Proposed Change:  
Inactivate program

Program as Changed:  
C0, Hospitality and Tourism, CIP 52.0901 (inactivate program)

#### **2) Current Program:**

C0, Management and Supervision, CIP 52.0204

Proposed Change:  
Inactivate Program

Program as Changed:  
C0, Management and Supervision, CIP 52.0204 (inactivate program)

- 3) Current Program:**  
C0, Marketing and Merchandising, CIP 52.1401

Proposed Change:  
Inactivate Program

Program as Changed:  
C0, Marketing and Merchandising, CIP 52.1401 (inactivate program)

- 4) Current Program:**  
C0, Microcomputer Support Technology, CIP 15.1202

Proposed Change:  
Inactivate Program

Program as Changed:  
C0, Microcomputer Support Technology, CIP 15.1202 (inactivate program)

- 5) Current Program:**  
C0, Sales, CIP 52.1401

Proposed Change:  
Inactivate Program

Program as Changed:  
C0, Sales, CIP 52.1401 (inactivate program)

- 6) Current Program:**  
n/a

Proposed Change:  
Addition of certificate developed from approved parent program

Program as Changed:  
C1, IT Specialist, CIP 11.0901 (add certificate)

- 7) Current Program:**  
AAS, Business Management, CIP 52.1401

Proposed Change:  
Addition of certificates developed from approved parent program

Program as Changed:

AAS, Business Management, CIP 52.1401

C1, Hospitality and Tourism, CIP 52.0901 (add certificate)

C1, Management and Supervision, CIP 52.0204 (add certificate)

C1, Marketing and Merchandising, CIP 52.1401 (add certificate)

C1, Sales, CIP 52.1401 (add certificate)

**8) Current Program:**

AAS, Industrial Technology, CIP 47.0303

Proposed Change:

Add option and CIP change

Program as Changed:

AAS, Industrial Technology, CIP 48.0508 (CIP change)

Welding (add option)

**9) Current Program:**

AAS, Network Administration, CIP 11.0901

Proposed Change:

Title change

Program as Changed:

AAS, Information Technology Specialist (IT Specialist), CIP 11.0901 (title change)

**Truman State University**

**1) Current Program:**

BA, Music, CIP 50.0901

General Career

Liberal Arts

BM, Music Performance, CIP 50.0903

Proposed Change:

Add and delete option

Program as Changed:

BA, Music, CIP 50.0901

~~General Career~~ (delete option)

~~Liberal Arts~~ (delete option)

Vocal Precertification (add option)

Instrumental Precertification (add option)

BM, Music Performance, CIP 50.0903

Composition (add option)

Performance (add option)

## University of Central Missouri

### 1) Current Program:

BS, Innovative Technology, CIP 15.0612  
Production Management  
Product Research and Development  
Robotics and Automation Technology

Proposed Change:

Title change, delete options, add certificate

Program as Changed:

BS, Technology Management, CIP 15.0612 (title change)  
~~Production Management (delete option)~~  
~~Product Research and Development (delete option)~~  
~~Robotics and Automation (delete option)~~  
C1, Robotics & Automation, CIP 15.0612 (add certificate)

### 2) Current Program:

BS, Technology, CIP 15.0612

Proposed Change:

Title change

Program as Changed:

BS, Technology Management (2+2), CIP 15.0612 (title change)

### 3) Current Program:

BS, Occupational Education, CIP 13.1320

Proposed Change:

Addition of certificate developed from approved parent program

Program as Changed:

BS, Occupational Education, CIP 13.1320  
C1, Career and Technical Education, CIP 13.1320

### 4) Current Program:

MS, College Student Personnel Administration, CIP 13.0406

Proposed Change:

Addition of graduate certificates developed from approved parent program

Program as Changed:

MS, College Student Personnel Administration, CIP 13.0406  
GRCT, Academic Advising in Higher Education, CIP 13.040  
GRCT, Community College Leadership, CIP 13.0406

GRCT, Diversity and Inclusion in Higher Education, CIP 13.0406

**University of Missouri-Columbia**

**1) Current Program:**

BHS, Health Science, CIP 51.0000

Proposed Change:

Add options

Program as Changed:

BHS, Health Science, CIP 51.0000

Rehabilitation Sciences (add option)

Pre-Professional (add option)

Leadership & Policy (add option)

Health & Wellness (add option)

**2) Current Program:**

n/a

Proposed Change:

Addition of free-standing single-semester certificate program

Program as Changed:

GRCT, Applied Behavior Analysis, CIP 51.2212 (add certificate)

**University of Missouri-Kansas City**

**1) Current Program:**

MFA, Creative Writing & Media Arts, CIP 23.1302

Proposed Change:

Add options

Program as Changed:

MFA, Creative Writing & Media Arts, CIP 23.1302

Fiction (add option)

Creative Nonfiction (add option)

Playwriting (add option)

Poetry (add option)

Screenwriting (add option)

**2) Current Program:**

PhD, Psychology, CIP 42.0101

Proposed Change:

Add options

Program as Changed:  
PhD, Psychology, CIP 42.0101  
    Clinical Psychology (add option)  
    Experimental Health Psychology (add option)

**3) Current Program:**

n/a

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

Program as Changed:  
CO, Labor Studies, CIP 52.1004 (add certificate)

**4) Current Program:**

MA, English, CIP 23.0101

Proposed Change:  
Add options

Program as Changed:  
MA, English, CIP 23.0101  
    Language and Rhetoric (add option)  
    Manuscript, Print Culture, and Editing (add option)

**5) Current Program:**

MA, History, CIP 54.0101

Proposed Change:  
Add options

Program as Changed:  
MA, History, CIP 54.0101  
    Public History (add option)

**6) Current Program:**

n/a

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

Program as Changed:  
GRCT, Pediatric and Congenital Cardiovascular Perfusion, CIP 510906 (add certificate)

**1) Current Program:**

BS, Criminology & Criminal Justice, CIP 45.0401

Proposed Change:

Add certificate to approved parent degree program

Program as Changed:

BS, Criminology & Criminal Justice, CIP 45.0401

C0, Criminology & Criminal Justice, CIP 45.0401 (add certificate)

**2) Current Program:**

n/a

Proposed Change:

Addition of free-standing single-semester certificate program

Program as Changed:

C0, Gender and the Military, CIP 05.0207

**3) Current Program:**

DNP, Nursing Practice, CIP 51.3818

Proposed Change:

Add options

Program as Changed:

DNP, Nursing Practice, CIP 51.3818

Adult-Geriatric Nurse Practitioner (add option)

Family Nurse Practitioner (add option)

Neonatal Nurse Practitioner (add option)

Pediatric Nurse Practitioner (add option)

Psychiatric-Mental Health Nurse Practitioner (add option)

Women's Health Nurse Practitioner (add option)

Leadership in Population Health & Healthcare Systems (add option)

Nurse Educator (add option)

Nurse Leader (add option)

**4) Current Program:**

C0, Student Affairs Administration and Leadership, CIP 13.0406

Proposed Change:

Program originally approved as C0 in April 2013. Program corrected to free-standing single-semester graduate certificate.

Program as Changed:

GRCT, Student Affairs Administration and Leadership, CIP 13.0406

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

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

**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, Combat Medic to Civilian Medic Bridge, CIP 51.0904 (for delivery: main and online)
- 2) AAS, Criminal Justice, CIP 43.0103 (for delivery: main, Webb City, online)  
C1, Criminal Justice, CIP 43.0103 (for delivery: main, Webb City, online)
- 3) AAS, Advanced Manufacturing Technology-Welding, CIP 15.0613 (for delivery: main)
- 4) AAS, Certified Medical Assistant, CIP 51.0801 (for delivery: main and online)  
C1, Certified Medical Assistant, CIP 51.0801 (for delivery: main and online)
- 5) AAS, Energy Science, CIP 03.0103 (for delivery: main and online)

**Harris-Stowe State University**

- 1) BS, Marketing, CIP 52.14 (for delivery: main)

**Missouri State University**

- 1) BS, Dance, CIP 50.0501 (for delivery: main)
- 2) BS, Theatre, CIP 50.0501 (for delivery: main)

**Missouri State University-West Plains**

- 1) C1, Manufacturing Technology, CIP 15.0699 (for delivery: main)
- 2) AAS, Technology, CIP 15.0699 (for delivery: main)  
Technology
- 3) AAS, Wine Business and Entrepreneurship, CIP 01.1001 (for delivery: main and Mountain Grove campus)
- 4) AS, Pre-Engineering, CIP 15.9999 (for delivery: main)

**Moberly Area Community College**

- 1) AAS, Engineering Design and Development, CIP 15.1399 (all for delivery: main, Hannibal, Kirksville, Mexico)  
Architectural and Mechanical Design  
Machine Tool  
C0, Architectural and Mechanical Design, CIP 15.1399  
C1, Architectural and Mechanical Design, CIP 15.1399
- 2) AAS, Engineering Systems, CIP 15.0499 (all for delivery: main, Hannibal, Kirksville, Mexico)  
Maintenance  
Mechatronics

C0, Mechatronics, CIP 15.0499  
C1, Mechatronics, CIP 15.0499  
C1, Maintenance, CIP 15.0499

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

- 1) BS, Political Science, CIP 45.1001 (for delivery: main)  
Public Administration  
Criminal Justice and Criminology  
Global Affairs
- 2) MSED, Guidance and Counseling, CIP 13.1101 (for delivery: Independence District Admin. Center, Truman High School, and William Chrisman High School and online)

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

- 1) AAS, Medical Assistant, CIP 51.0801 (all for delivery: main, Boonville Kemper Campus, Stone Crest Mall, Truman Regional Education Center, Whiteman Air Force Base, and online)  
C1, Medical Assistant, CIP 51.0801

#### **St. Louis Community College**

- 1) AS, Engineering Science, CIP 14.0102 (for delivery: Florissant Valley and Meramec Campus)

#### **Three Rivers Community College**

- 1) C1, Manufacturing Welding, CIP 48.0508 (for delivery: main, Malden, Sikeston, Kennett, Dexter)
- 2) C1, Precision Agriculture, CIP 01.0301 (for delivery: main, Malden, Sikeston, Kennett, Dexter)
- 3) C1, Pre-Dental Hygiene, CIP 51.1199 (for delivery: main, Malden, Sikeston, Kennett, Dexter)
- 4) AS, Forestry, CIP 03.0506 (for delivery: main, Malden, Sikeston, Kennett, Dexter)
- 5) AS, Pre-Health Medicine, CIP 51.1199 (for delivery: main, Malden, Sikeston, Kennett, Dexter)

#### **Truman State University**

- 1) GRCT, Data Science, CIP 11.0499 (for delivery: main)

#### **University of Central Missouri**

- 1) BS, Cybersecurity, CIP 11.1003 (for delivery: main)
- 2) BS, Networking Technology, CIP 11.0901 (for delivery: main)
- 3) BSBA, International Business, CIP 52.1101 (for delivery: main)
- 4) EDSp, Elementary Mathematics Specialist, CIP 13.1311 (for delivery: main)
- 5) MS, Psychology-Behavior Analysis and Therapy, CIP 42.2814 (for delivery: main)

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

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

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

### **Maryville University**

- 1) BS, Cybersecurity, CIP 29.0207 (for delivery: main, all campus locations, online)

### **Park University**

- 1) MEd, Educational Leadership, CIP 13.0401 (for delivery: West Platte HS, Weston, MO and online)
- 2) MEd, Teacher Leadership and Language & Literacy, CIP 13.1299 (for delivery: West Platte HS, Weston, MO and online)

DRAFT

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Dual Credit Policy Revision  
Coordinating Board for Higher Education  
June 3, 2015

### DESCRIPTION

Missouri statutes allow public high schools, in cooperation with public and private colleges and universities, to offer college-level dual credit courses to high school students. The Coordinating Board for Higher Education's Dual Credit Policy and Principles of Good Practice for Dual Credit Courses established standards and expectations with which all Missouri institutions of higher education offering dual credit programs are expected to comply. MDHE concluded in its 2012 Dual Credit Survey Summary Report that the dual credit policy guidelines needed to be updated, and recommended that a full review of the guidelines be undertaken as soon as possible. This item presents a revised Dual Credit Policy for the Board's consideration and approval.

### SUMMARY

In 2010, 2011, and 2012, MDHE staff surveyed institutions regarding their compliance with the CBHE Dual Credit Policy. After reviewing the data, and with input from the Council on Public Higher Education, the Missouri Community College Association, and the Council of Chief Academic Officers, MDHE staff recommended the policy be revised.

MDHE formed an Early College Workgroup, which was comprised of MDHE staff and 21 representatives from both public and independent institutions, as well as staff from the Department of Elementary and Secondary Education. The department charged the ECW with revising the policy to reflect current educational needs and best practices as identified by national and regional accrediting organizations; to consider innovative and creative methods of meeting rural district educational needs; to develop a data collection instrument; and to ensure statewide compliance with the policy.

The ECW met in Jefferson City six times between June 2014 and May 2015 to review the old policy and suggest revisions. The ECW produced a revised draft of the policy, which was vetted by the CCAO in January 2015. The ECW revised this draft in light of recommendations made by members of the CCAO. This version was sent in early February to the chief academic officer at every Missouri institution of higher education for public review and comment. Based on that feedback, MDHE staff and the ECW again revised the policy. In April, the CCAO reviewed the policy again, and recommended it be sent to the chief academic officer for a final round of public review and comment. MDHE staff made some minor changes to the policy based on this final round of public comment. The final version of the Coordinating Board for Higher Education Policy on Dual Credit Delivery is attached.

### Key Elements of the revised policy

One of the primary goals of the revised CBHE Policy on Dual Credit Delivery is to ensure that institutions across the state deliver high-quality college experiences in the form of dual credit to high school students, thereby increasing student success in and access to postsecondary education. An equally important objective was to align the CBHE Policy with the quality standards set forth

Coordinating Board for Higher Education  
June 3, 2015

by the National Alliance of Concurrent Enrollment Partnerships and the Higher Learning Commission while also providing institutions with the flexibility to be creative and innovative in the delivery of dual credit courses. We believe the revised policy achieves both of these objectives.

In drafting the new policy guidelines, MDHE staff and the ECW took care to make the policy guidelines as unequivocally clear as possible. Many parts of the old guidelines were vague and ambiguous, which led to disagreements between and among dual credit providers and MDHE. This is perhaps best illustrated by the changes made to the section on Faculty/Instructor Qualifications and Support. The previous guidelines required high school instructors of dual credit courses to possess a master's degree that included "substantial study (a minimum of 18 semester hours)" in an area appropriate to the academic field in which they are teaching. The guidelines also allowed institutions to exercise "professional judgment" in hiring faculty that did not meet these requirements, provided that at least 90 percent of the institution's dual credit faculty did meet the standards for faculty qualifications.

The revised policy requires dual credit instructors to have an academic degree relevant to what they are teaching and at least one level above the level at which they teach. A high school teacher with a master's in Chemistry could be hired to teach dual credit courses in Chemistry. If that same instructor, however, was being considered to teach Biology, she would have to have completed a minimum of 18 graduate credit hours in Biology. The "90 percent" rule has been deleted from the revised policy; all dual credit instructors must meet the standards for qualifications.

Another key component of the revised policy is the establishment of the Early College Advisory Board, which will assist the MDHE in monitoring dual credit providers and assuring the quality and integrity of dual credit programs. The ECAB will help MDHE mediate disputes over dual credit delivery, as well as help the department assess the annual reports submitted by each dual credit provider.

All institutions—public and private—seeking recognition as an "approved" dual credit provider are required to adhere to the guidelines listed in this policy. The CBHE annually will provide an updated list of "approved" dual credit programs (those that are in compliance with this policy) to the DESE and other interested constituents.

### Next Steps

MDHE, in consultation with dual credit providers, will begin immediately to implement the provision of the CBHE Policy on Dual Credit Delivery. The policy will be fully effective on January 1, 2016. The MDHE will also move quickly to form the ECAB and establish appropriate processes for ensuring institutional compliance and annual reporting.

High quality dual credit courses and other early college programs are important tools to help the state achieve its goal of increasing educational attainment. Providing dual credit opportunities to high school students not only works to increase the number of students graduating from high school and attending college, but also to reduce students' costs and time to degree completion. The updated Policy on Dual Credit Delivery is a crucial first step in assuring achieving these goals. There are, however, other policy areas within the realm of early college programs that need to be addressed. As well, we must identify a stable means of providing financial support for early college programs if we hope to realize their full potential.

MDHE is committed to ensuring the delivery of quality dual credit courses, so that we may continue to support college enrollment and completion of Missouri students. This revised policy is the result of close collaboration between the MDHE, dual credit providers, and the Department of Elementary and Secondary Education, and reflects the quality standards established by the National Alliance of Concurrent Enrollment Partnerships and the Higher Learning Commission.

#### **STATUTORY REFERENCE**

Section 173.020(3) and 173.005.2(6), RSMo, Responsibilities of the Coordinating Board  
Section 167.223, RSMo, public high schools, in cooperation with Missouri public community colleges and public or private four-year colleges and universities, may offer postsecondary courses to high school students.

#### **RECOMMENDED ACTION**

**It is recommended that the Coordinating Board for Higher Education approve the CBHE Policy on Dual Credit Delivery (attachment A) to replace the current Dual Credit Policy and COTA's Principles of Good Practice for Dual Credit Courses.**

**It is also recommended that the Coordinating Board direct the Commissioner of Higher Education to implement the provisions of the CBHE Policy on Dual Credit Delivery as soon as possible, including the formation of the Early College Advisory Board (attachment B).**

**It also is recommended that the Coordinating Board direct the Commissioner of Higher Education and MDHE staff to review and address policy gaps for other early college programs and explore options that will provide financial support for early college programs.**

**It is further recommended that the Board recognize the effort and commitment of each member of the Early College Workgroup (attachment C) in their efforts to improve the quality of dual credit education in Missouri.**

#### **ATTACHMENTS**

Attachment A: CBHE Policy on Dual Credit Delivery

Attachment B: Proposed Early College Advisory Board Structure and Charge

Attachment C: Early College Workgroup roster

## **Coordinating Board for Higher Education Policy on Dual Credit Delivery**

### **1.0 Introduction**

- 1.1.1 Dual credit courses provide high school students an opportunity to experience rigorous college-level coursework and to receive, simultaneously, both high school and college-level course credit. Providing dual credit opportunities to high school students not only works to increase the number of students graduating from high school and attending college, but also to reduce students' costs and time to degree completion.
- 1.2 The Missouri Department of Higher Education is dedicated to ensuring the delivery of quality dual credit courses, so that we may continue to support college enrollment and completion of Missouri students. As part of this effort, the Missouri Department of Higher Education, in collaboration with Missouri public and independent institutions, and the Department of Elementary and Secondary education, worked to create this statewide dual credit policy for all Missouri institutions of higher education. This policy reflects quality standards set forth by the National Alliance of Concurrent Enrollment Partnerships (NACEP) and the Higher Learning Commission (HLC).

### **2.0 Policy Purpose and Objectives**

- 2.1 The purpose of this policy is to ensure the quality of dual credit programs being offered to high school students in the state of Missouri. Quality programs are not only important to the Department of Higher Education (MDHE), but also to the Department of Elementary and Secondary Education (DESE). A policy that is reflective of quality standards will serve to assure DESE, high schools, students, parents and other interested constituents that Missouri dual credit programs are of the highest standard. The policy guidelines described below were developed within the context of this stated purpose and apply to dual credit courses offered in high schools to high school students by qualified high school instructors, as defined in paragraphs 7.1 and 7.2.
- 2.2 The policy guidelines apply to all public two-year and four-year institutions in the state. These institutions are hereby obligated to conform to the policies by the authority delegated to the CBHE by RSMo 173.020 (3) and RSMo 167.223.
- 2.3 Independent institutions offering dual credit programs in the state and seeking recognition as an approved dual credit provider in Missouri are also required to adhere to the guidelines listed in this policy.

### **3.0 Statutory Authority**

- 3.1 RSMo 173.020 (3): *Developing 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;*

- 3.2 *RSMo 167.223.1: Public high schools may, in cooperation with Missouri public community colleges and public or private four-year colleges and universities, offer postsecondary course options to high school students. A postsecondary course option allows eligible students to attend vocational or academic classes on a college or university campus and receive both high school and college credit upon successful completion of the course. 2. For purposes of state aid, the pupil's resident district shall continue to count the pupil in the average daily attendance of such resident district for any time the student is attending a postsecondary course. 3. Any pupil enrolled in a community college under a postsecondary course option shall be considered a resident student for the purposes of calculating state aid to the community college. 4. Community colleges and four-year colleges and universities may charge reasonable fees for pupils enrolled in courses under a postsecondary course option. Such fees may be paid by the district of residence or by the pupil, as determined by the agreement between the district of residence and the college or university.*

#### **4.0 Guiding Principles**

- 4.1 The primary goal of this policy is to ensure that institutions across the state deliver high-quality college experiences in the form of dual credit to high school students, thereby increasing student success in and access to postsecondary education.
- 4.2 Dual credit programs should provide opportunities for academic acceleration for students by enriching and extending the high school curriculum, providing rigorous college coursework, and avoiding unnecessary duplication in coursework as students transition from high school to college.
- 4.3 High school instructors and institutional faculty should continually engage in collegial interactions and work closely as instructional collaborators to ensure student and program success.
- 4.4 By ensuring close collaboration between high school and institutional faculty, dual credit programs may serve to promote increased curricular alignment between high school and postsecondary institutions.
- 4.5 This policy should promote flexible and creative guidelines to encourage program innovation while maintaining program quality and student success.

#### **5.0 Program and Curriculum Standards**

- 5.1 Dual credit courses, including course content and course requirements, offered in high schools must duplicate the identical course offerings delivered on campus to matriculated students. On-campus college faculty must ensure that each dual credit course has the same level of academic rigor and comparable standards of evaluation as that of its campus-based equivalent.

- 5.2 Institutions must ensure that dual credit assignments and grading criteria are identical to, or are of comparable design, quality, and rigor to the equivalent campus-based course. Elements of the dual credit course to be approved by the on-campus college faculty in the appropriate academic discipline include the syllabus, textbook(s), teaching methodology, and student assessment strategies
- 5.3 Dual credit courses must be approved for dual credit status by the institution of higher education, and the credit awarded must be deemed acceptable in transfer by the faculty of the appropriate academic department (unit) of the college.
- 5.4 Institutions of higher education should facilitate frequent, consistent, and timely communication with the high schools in which they provide dual credit courses. That communication should address the scheduling of courses, compliance with statewide dual credit policy, identification and resolution of problems that occur, and evaluation of each dual credit course.
- 5.5 Because discrete classes that totally separate dual credit from non-dual credit students may be prohibitive to operate in some cases, those classes with a mixed population must show evidence of collegiate level expectations for all students in the course. All high school students enrolled in a dual credit course must meet the same requirements for completion of the course, whether or not the student is simultaneously registered for college credit.
- 5.6 In order to limit or prevent retroactive registration, a practice that permits students to choose whether to register for courses for college credit late in the semester, students enrolled in dual credit classes should adhere to the dates comparable to those specified on the college campus for registration, drop, withdrawal, or refund.
- 5.7 Institutions shall not use fees as a means of enticing school districts or competing with other institutions for dual credit students. Institutions shall charge reasonable fees for providing dual credit courses.

## **6.0 Student Eligibility and Support**

- 6.1 Missouri statute allows high school students to enroll in dual credit courses. The eligibility of high school students to participate in dual credit courses may vary in accordance with the admission standards of the institution offering the courses in the high school. However, high schools and institutions providing dual credit courses should work cooperatively to ensure that students wishing to enroll in dual credit courses meet the student eligibility requirements listed below. These requirements apply only to those dual credit courses taught at the high school by an approved high school instructor, and do not apply to dual enrollment.
- 6.2 In order to be eligible for dual credit courses, including career and technical education (CTE) courses, all prospective dual credit students must meet the same requirements for placement into individual courses, (e.g., English or mathematics) as those required of on-

campus students. Institutions that use placement tests (e.g., ACT, ASSET, COMPASS) to assess students' readiness for college-level, individual courses must ensure that these students score at proficient or above on the ACT or other common placement test as adopted by the Coordinating Board for Higher Education and outlined in the *Principles of Best Practices in Remedial Education*.

- 6.3 In addition to the requirements in Section 6.2, students in the 11<sup>th</sup> and 12<sup>th</sup> grades interested in dual credit must also meet the additional criteria listed below:
- a) Students in the 11<sup>th</sup> and 12<sup>th</sup> grades with an overall minimum grade point average of 3.0 (on a 4.0 scale) are automatically eligible for dual credit courses.
  - b) Students in the 11<sup>th</sup> and 12<sup>th</sup> grades with an overall grade point average between 2.5 – 2.99 (on a 4.0 scale) must provide a signed letter of recommendation from their principal or guidance counselor and provide written permission from a parent or legal guardian.

In addition to the requirements in Section 6.2, students in the 9<sup>th</sup> and 10<sup>th</sup> grade interested in dual credit must also meet the additional criteria listed below:

- a.) Students in the 10<sup>th</sup> grade must have an overall minimum grade point average of 3.0 (on a 4.0 scale) and must provide a signed letter of recommendation from their principal and guidance counselor and provide written permission from a parent or legal guardian.
- b.) Students in the 9<sup>th</sup> grade must have an overall minimum grade point average of 3.0 (on a 4.0 scale), score at the 90<sup>th</sup> percentile or above on the ACT or SAT, and provide a signed letter of recommendation from their principal and guidance counselor and provide written permission from a parent or legal guardian.

- 6.4 All students in dual credit courses shall have access to student services and academic support similar to that afforded to students on the college campus, including, but not limited to advisors, library services, and other resources requisite for college-level academic performance.

- 6.5 Institutions of higher education and partner high schools should also work collaboratively to establish and maintain early alert systems for students showing signs of poor academic performance.

## **7.0 Faculty/Instructor Qualifications and Support**

- 7.1 High school instructors of dual credit courses are, in effect, adjunct instructors of the college or university providing dual credit. As for any instructor of college-level courses, high school instructors of dual credit courses shall meet the requirements for faculty teaching in institutions of higher education, as stipulated for accreditation by the Higher Learning Commission. Dual credit instructors shall possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach,

except in programs for terminal degrees for which they must possess the same level of degree.

Instructors using credentials for qualification with a master's level degree in a discipline or subfield other than that in which he or she is teaching must have completed a minimum of 18 graduate credit hours in the discipline in which he or she is teaching.

- 7.2 Institutions may, at their discretion, employ as dual credit instructors for career and technical programs an individual who has superior knowledge and tested experience in the discipline in which he or she is teaching. However, the knowledge and experience of any dual credit instructor must be measurable through means such as documented experience working in the field, industry certification and years of experience in the field, documented recognition of excellence in teaching in the discipline, expertise validated through publications or wide critical and public acclaim, or through a nationally recognized rating of proficiency.
- 7.3 New dual credit instructors must participate in orientation activities provided by the dual credit provider institution and/or academic department.
- 7.4 In order to assure comparability of the dual credit course with the corresponding college course and to foster collaboration between high school instructors and college faculty, academic departments at the institution shall provide instructors of dual credit courses with support services. These include, but are not limited to, opportunities for dual credit instructors to discuss concerns and to share information with each other and with the institution of higher education, access to appropriate professional development opportunities, and mentoring offered either exclusively to dual credit instructors or to both campus-based faculty and dual credit instructors.
- 7.5 The chief academic officer of the postsecondary institution is responsible for involving full time faculty in the appropriate academic department in the selection and evaluation of all dual credit instructors. Dual credit instructors are evaluated regularly in accordance with established institutional policies and procedures. Regular on-site course evaluations at the high school should occur once a year for the first two years for new instructors. For all instructors, evaluations should occur a minimum of once every two years. Annual reports of student performance and feedback should also be utilized and analyzed with respect to the continuation of the dual credit instructor.

## **8.0 Assessment of Student Performance**

- 8.1 The responsibility for the development of assessment and evaluation measures to assure quality and comparability of dual credit courses resides with the on-campus college faculty in the appropriate academic discipline. In general, comparability between the dual credit course taught in the high school and the corresponding course taught on the college campus should be demonstrated by using the same methods of assessment or identical testing procedures, and by employing the same means of evaluation, which will be supervised by the appropriate faculty on the college campus.

- 8.2 In atypical cases, when different tests are constructed and the high school teacher performs independent evaluations, the burden shifts to the institution to demonstrate the comparability of dual credit courses and to ensure a common standard of grading. The use of nationally-normed instruments is recommended when the substance of the nationally-normed test is consistent with the learning objectives of the dual credit course. Locally developed assessments must be administered to both on-campus and dual credit students in order to provide the on-campus college faculty in the appropriate academic discipline with data appropriate to demonstrate comparability. Nonetheless, any specialized assessment of dual credit courses must emulate the on-campus institutional assessment plan required by the Higher Learning Commission, including the identification of the general education learning objectives and outcomes.
- 8.3 Dual credit providers should compare the dual credit course to assessments of student learning outcomes in similar courses taught on-campus.

## **9.0 Transferability of Credit**

- 9.1 Credits earned by students in dual credit courses that meet this policy's guidelines shall fall under the same CBHE guidelines as that for credit in college courses subject to transfer between public and independent institutions in the state of Missouri. College credit earned through dual credit courses offered in high schools shall be applicable toward associate and/or baccalaureate degree requirements and shall be eligible for transfer. All students' rights and responsibilities as outlined in CBHE's Credit Transfer Guidelines shall apply.

## **10.0 Accountability, Compliance, and Data Reporting**

- 10.1 All institutions of higher education in the state offering dual credit programs must ensure the quality of those programs. Any dual credit provider wishing to be listed as an "approved" dual credit provider by the Missouri Department of Higher Education must demonstrate compliance with this policy.
- 10.2 The MDHE, in consultation with dual credit providers, will establish an Early College Advisory Board to assist the department in monitoring dual credit providers and assuring the quality and integrity of dual credit programs.
- 10.3 The guidelines contained in this policy have been aligned with standards established by the National Alliance of Concurrent Enrollment Programs (NACEP) and the Higher Learning Commission (HLC). It is highly encouraged that institutions offering dual credit programs demonstrate compliance with this policy through obtaining NACEP accreditation.
- 10.4 For any institution that chooses not to obtain NACEP accreditation, the MDHE in consultation with the Early College Advisory Board, will appoint a committee to review and assess the integrity and quality of the dual credit program. The institution shall be

responsible for all reasonable expenses associated with such a review. Dual credit providers must provide evidence to the review committee that demonstrates compliance with the guidelines in this policy. The review committee shall report its findings to the MDHE.

- 10.5 All institutions providing dual credit courses shall submit the required files, data, and information files to the Missouri Department of Higher Education, following its prescribed data definitions and reporting dates. Precise reporting instruments, methods, and processes will be developed in collaboration with institutions.
- 10.6 The CBHE shall transmit annually an analysis of data to appropriate state level bodies. Precise data needed shall be determined by an appropriate body and/or discussions with institutions.
- 10.7 The CBHE annually will provide an updated list of “approved” dual credit programs (those that are in compliance with this policy) to the Department of Elementary and Secondary Education and other interested constituents.

#### **11.0 Definitions**

##### *Approved dual credit program*

Approved dual credit program refers to a dual credit provider that has demonstrated full compliance with the guidelines and standards contained in this policy.

##### *Dual credit*

Dual credit refers to college level courses taught by high school instructors (as defined in paragraphs 7.1 and 7.2) to high school students, who are earning both high school and college credit for these courses simultaneously.

##### *Dual enrollment*

Dual enrollment refers to students concurrently enrolled at a high school and a postsecondary institution. Dual enrollment students may or may not earn high school credit for courses taken at the postsecondary institution.

- 12.0 This policy will become effective January 1, 2016.

## **Early College Advisory Board**

The Missouri Department of Higher Education hereby establishes the Early College Advisory Board (ECAB) to assist the department in monitoring dual credit providers to assure the quality and integrity of all dual credit programs. The ECAB also provides a venue in which to discuss issues of common interest and concern regarding early college programs.

### **Structure**

The Early College Advisory Board will be comprised of 13 members, appointed by the commissioner of higher education. One of the 13 members will serve as chair and one will serve as vice-chair.

- Four (4) representatives from the public two-year colleges that offer early college programs, with no more than two representatives from the same institution.
- Four (4) representatives from the public four-year colleges and universities that offer early college programs, with no more than two representatives from the same institution.
- Four (4) representatives from the independent colleges and universities that offer early college programs, with no more than two representatives from the same institution
- One at-large representative.
- Representatives from the MDHE Office of Academic Affairs will staff meetings of the ECAB.

### **Charge**

- The ECAB will advise the commissioner of higher education and the Coordinating Board for Higher Education on matters relating to early college programs in Missouri.
- The ECAB will assist the MDHE in monitoring dual credit providers and assuring the quality and integrity of dual credit programs. The ECAB will help the MDHE mediate disputes over dual credit delivery, as well as help the department assess the annual reports submitted to the department by each dual credit provider.
- The ECAB will advise the MDHE in determining which dual credit providers are complying with the CBHE Policy on Dual Credit Delivery, including the designation of institutions as “approved” dual credit providers.
- The ECAB will recommend revisions to CBHE policies as necessary and appropriate, including the development of a comprehensive policy on early college programs.
- The ECAB will provide counsel to the MDHE in mediating disagreements over policy interpretation and application; particularly with respect to the CBHE Policy on Dual Credit Delivery.
- The ECAB will provide a direct line of communication regarding early college programs to all institutions of higher education.

### **By-Laws**

- One of the 13 appointed members will serve as chair, and one will serve as vice chair. Staff from the Academic Affairs unit of the Missouri Department of Higher Education will provide support to the ECAB.
- Initial ECAB appointments will serve staggered terms as follows:
  - 1/3 of membership appointed for a one-year term
  - 1/3 of membership appointed for a two-year term

- 1/3 of membership appointed for a three-year term
- After the initial terms have been served, all future appointments will be for three years. Individuals may be reappointed to the ECAB by the commissioner of higher education.
- The chair and vice chair, in consultation with MDHE staff, will set the agenda for all meetings.
- The ECAB will meet at least four times annually in person. Other meetings may be called as needed, and may be held in person or via teleconference. Meetings generally will be held in Jefferson City, but may be held anywhere in the state.

DRAFT

## MDHE Early College Workgroup

First Name	Last Name	Position	Institution	Email
Carla	Mebane	Director of UMKC High School/College Dual Credit Partnerships	University of Missouri- Kansas City	<a href="mailto:mebanec@umkc.edu">mebanec@umkc.edu</a>
Kevin	Minch	Associate Vice President for Academic Affairs	Truman State University	<a href="mailto:kminch@truman.edu">kminch@truman.edu</a>
Turner	Stacy	Special Credit Programs Coordinator	Missouri Western State University	<a href="mailto:turner@missouriwestern.edu">turner@missouriwestern.edu</a>
Julie	Downs	Coordinator - Career and Technical Education Division	Mineral Area Community College	<a href="mailto:jdowns@mineralarea.edu">jdowns@mineralarea.edu</a>
Jeff	Cawfield	Professor, Geological Sciences & Engineering	Missouri University of Science & Technology	<a href="mailto:jeffreycawfield@state.mo.us">jeffreycawfield@state.mo.us</a>
Sandy	Cruz	Dual Credit Coordinator	University of Central Missouri	<a href="mailto:scruz@ucmo.edu">scruz@ucmo.edu</a>
Michele	McCall	Dean of Off-Campus Programs and Instructional Technology	Moberly Area Community College	<a href="mailto:MicheleMcCall@macc.edu">MicheleMcCall@macc.edu</a>
Terry	Barmann	Outreach director	Northwest Missouri State University	<a href="mailto:barmann@nwmissouri.edu">barmann@nwmissouri.edu</a>
Brett	Richardson	Coordinator, CTE Articulation and Dual Credit	St. Louis Community College	<a href="mailto:bdrichardson@stlcc.edu">bdrichardson@stlcc.edu</a>
Amanda	Stoecklein	Director of College and Career Readiness	State Fair Community College	<a href="mailto:astoecklein1@sfccmo.edu">astoecklein1@sfccmo.edu</a>
Kim	Greene	Coordinator of Dual Credit and High School Admissions	Ozarks Technical Community College	<a href="mailto:greenek@otc.edu">greenek@otc.edu</a>
Shirley	Davenport	Dean of Arts and Sciences Education; Dual Credit Coordinator	Jefferson College	<a href="mailto:sdavenport1@jeffco.edu">sdavenport1@jeffco.edu</a>
Julie	Wengert	Director of Academic Outreach	Missouri Southern State University	<a href="mailto:wengert-j@mssu.edu">wengert-j@mssu.edu</a>
Sandra	Wald	Assistant Dean	Central Methodist University	<a href="mailto:swald@centralmethodist.edu">swald@centralmethodist.edu</a>
Melissa	Smith	Dual Credit Coordinator	Crowder College	<a href="mailto:melissasmith@crowder.edu">melissasmith@crowder.edu</a>
Kathleen	Burns	Academic Director of Advanced Credit Program	University of Missouri - St. Louis	<a href="mailto:burnska@umsl.edu">burnska@umsl.edu</a>
Deborah	Penn	Dual Credit Coordinator	Missouri State University	<a href="mailto:debbiepenn@missouristate.edu">debbiepenn@missouristate.edu</a>
Mary Ellen	Fuquay	Director of Excel	Missouri Baptist University	<a href="mailto:fuquame@mobap.edu">fuquame@mobap.edu</a>
Brian	Bechtel	Associate Dean	Metropolitan Community College	<a href="mailto:brian.bechteln@mcckc.edu">brian.bechteln@mcckc.edu</a>
Pat	Okker	Interim Deputy Provost	University of Missouri	<a href="mailto:okkerp@missouri.edu">okkerp@missouri.edu</a>
Janet	Clanton	Associate Dean of Instruction	Linn State Technical College	<a href="mailto:janet.clanton@statetechmo.edu">janet.clanton@statetechmo.edu</a>
Kristie	Davis	Director of Pathways to Prosperity	DESE	<a href="mailto:kristie.davis@dese.mo.gov">kristie.davis@dese.mo.gov</a>
Janice	Rehak	Coordinator of CTE Curriculum	DESE	<a href="mailto:janice.rehak@dese.mo.gov">janice.rehak@dese.mo.gov</a>
Jocelyn	Strand	Coordinator, Missouri School Improvement Program	DESE	<a href="mailto:jocelyn.strand@dese.mo.gov">jocelyn.strand@dese.mo.gov</a>
Elizabeth	Valentine	Senior Research Associate	MDHE	<a href="mailto:elizabeth.valentine@mdhe.mo.gov">elizabeth.valentine@mdhe.mo.gov</a>
Jennifer	Plemons	Research Associate II	MDHE	<a href="mailto:jennifer.plemons@dhe.mo.gov">jennifer.plemons@dhe.mo.gov</a>

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Missouri Mathematics Pathways Initiative  
Coordinating Board for Higher Education  
June 3, 2015

### DESCRIPTION

In July 2014, Missouri was one of six states chosen to participate in a grant-funded mathematics pathways project sponsored by Complete College America in collaboration with the Charles A. Dana Center at the University of Texas-Austin. This agenda item provides a summary of the Missouri Mathematics Pathways Initiative and the department's efforts to date regarding this initiative.

#### *Summary*

In response to HB 1042, which directed all public institutions of higher education in the state to "replicate best practices remediation," the department developed and is currently implementing the Principles of Best Practice for Remedial Education. Included in the policy's best practices is the alignment of gateway courses with a student's course of study, particularly in mathematics.

As a first step towards implementing the best practice of aligning gateway courses with students' courses of study in mathematics, the department hosted the Missouri Mathematics Summit on September 12, 2014, in Columbia, Missouri. This summit was designed to engage faculty and administrators from Missouri's public and independent institutions in a discussion about developing alternative mathematics pathways for students and the course redesign necessary to support these pathways.

In June of 2014, the department submitted an application to participate in the grant-funded mathematics pathways project by Complete College America and the Charles A. Dana Center, and was one of six states selected to participate. The mathematics pathways project is a two-year initiative to identify and develop scalable strategies that will dramatically increase the percentage of students who pass gateway math courses and enter programs of study in one academic year. States chosen to participate in this initiative are required to meet several key project objectives:

- Convene mathematics faculty leaders to make a public statement on ending the practice of using College Algebra as a default math requirement for non-Calculus based programs of study.
- Design alternative gateway mathematics courses that are more appropriately aligned with the math skills students need to succeed in their program of study.
- Work with representatives from academic disciplines to review their math requirements and adopt alternative courses to College Algebra for non-Calculus based majors.

In order to meet the aforementioned project requirements, the department established the Missouri Mathematics Pathways Taskforce (MMPT) to support the work of this initiative. The taskforce is comprised of 26 representatives (mathematics faculty, mathematics department chairs, etc.) from public two-year and four-year institutions. The taskforce has met seven times between October 2014 and May 2015.

### **Key Recommendations**

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. Without question, students entering STEM fields need a strong foundation in algebraic concepts. Students in other disciplines, however, might benefit from an alternative gateway mathematics course, one that includes algebra but also statistics, mathematical modeling, and geometry, to name a few. This effort is not an attempt to “dumb down” the curriculum but rather an opportunity to improve mathematics education by exposing students to mathematical concepts that have relevance in both their academic and vocational pursuits.

The Missouri Mathematics Pathways Taskforce makes eight recommendations in its Report, each designed with the intent of developing rigorous mathematics pathways for students that are aligned to their academic programs of study.

- Recommendation 1.1: Revise 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.
- Recommendation 1.2: Establish statewide articulation agreements (while respecting the autonomy of each institution) for the alternative pathway mathematics courses that meet the general education mathematics requirements and their prerequisite courses.
- Recommendation 2.1: Institutions should align the process of placing students in credit-bearing courses with alternative pathway courses.
- Recommendation 2.2: The K-12 and higher education sectors should collaborate to align high school mathematics courses with entry college-level mathematics courses.
- Recommendation 2.3: Create college-level mathematics courses that serve as alternatives to the College Algebra course and that are aligned to targeted programs of study.
- Recommendation 2.4: Identify prerequisites for alternative college-level mathematics courses that are aligned to targeted programs of study.
- Recommendation 3.1: Hold a second Mathematics Summit to disseminate information and policy recommendations regarding the work of the MMPT.
- Recommendation 3.2: Develop a process for the collection and analysis of data regarding the success of alternative courses.

## **Conclusion and Next Steps**

Over the past eight months, the taskforce has worked diligently to identify strategies necessary to accomplish project objectives. These strategies are outlined in the attached report, which the taskforce will submit to Complete College America and the Dana Center in June. Along with sharing the report with the CBHE, the department also plans to share the report with the Presidential Advisory Committee, the Missouri Chapter of the Mathematical Association of America, the Missouri Mathematics Association of Two-Year Colleges, the Missouri Developmental Education Consortium, the Council of Chief Academic Officers, and other interested stakeholders.

As the project moves into its second year, the MMPT is set to reconvene in August to begin working towards implementing project objectives. The MMPT is also planning Missouri's second mathematics summit to be held this September in Columbia. This summit will be geared towards generating support from institutions for the implementation phase of the project, engaging faculty from other academic disciplines, and providing an opportunity for non-math faculty to share any concerns or insights they may have as the project moves forward.

### **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.

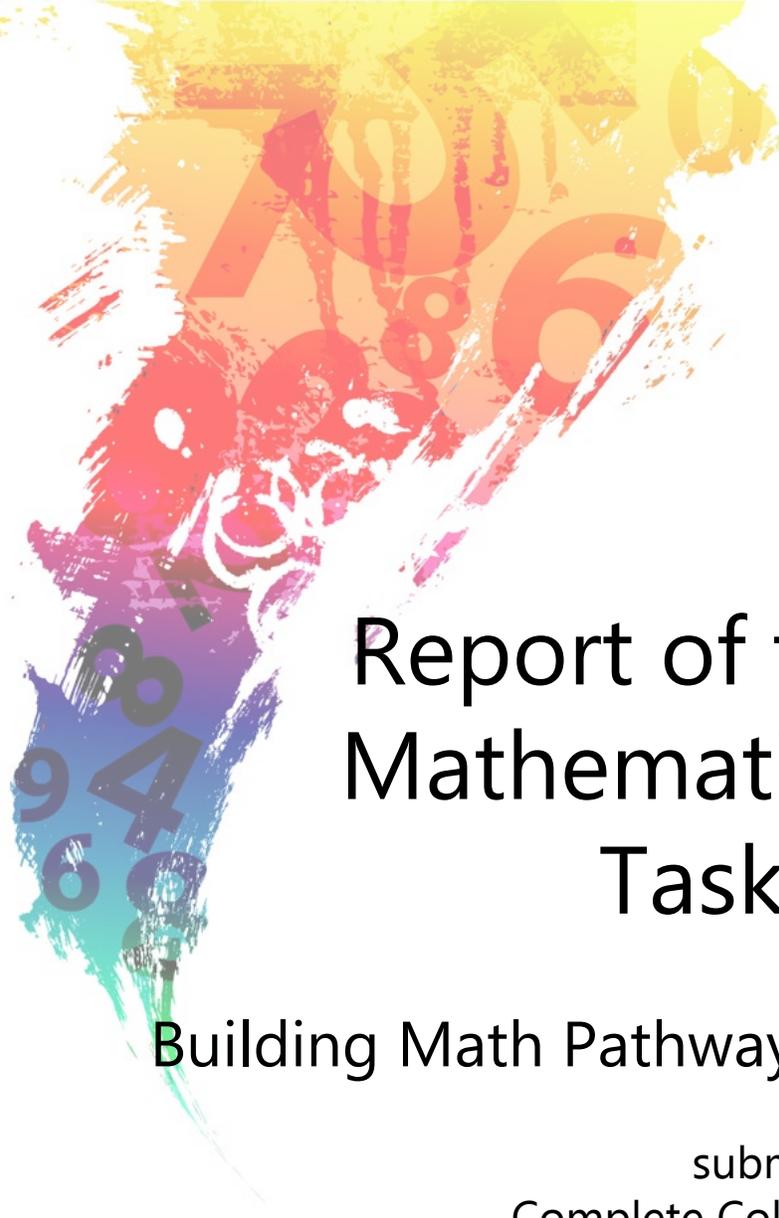
### **RECOMMENDED ACTION**

**It is recommended that the Coordinating Board for Higher Education endorse the recommendations in the attached Report of the Missouri Mathematics Pathways Taskforce, and encourage the Taskforce implement each recommendation.**

**It is further recommended that the Coordinating Board commend the Missouri Mathematics Pathways Taskforce for their commitment to improving mathematics education in Missouri.**

### **ATTACHMENTS**

Report of the Missouri Mathematics Pathways Taskforce



# Report of the Missouri Mathematics Pathways Task Force

on

## Building Math Pathways into Programs of Study

submitted to

Complete College America and

The Charles A. Dana Center at the University of Texas-Austin

June 2015

**MDHE**<sup>TM</sup>

Missouri Department of Higher Education

*Building Missouri's future...  
by degrees*<sup>®</sup>

# Our commitment to increase educational attainment

In August 2010, Governor Jay Nixon challenged institutions to increase the percentage of Missourians aged 25 to 64 holding a high-quality postsecondary credential to 60 percent by 2025. This objective is similar to one issued by President Obama, and identical to one endorsed by several philanthropic organizations. The Coordinating Board for Higher Education has aggressively pursued what has become known as “The Big Goal.”

As the global information economy continues to grow, the need to increase educational attainment has taken on greater urgency. There is little disagreement that higher education is essential to Missouri’s economic, social, and cultural vitality. The state’s ability to compete in the twenty-first century economy is wholly dependent on creating a highly-skilled and well-educated workforce.

We not only need more college graduates, we need more of them in specific disciplines, especially the STEM fields. In 2010, the National Research Council declared that the United States’ competitiveness in the global marketplace requires a highly qualified workforce, which “demands that virtually all job-seekers be at least . . . ‘proficient’ in mathematics and general science and that the nation have a cadre of highly creative individuals who possess an extraordinary capacity for mathematics, science and engineering.”

One reason for the low production of STEM graduates is that mathematics—the lingua franca of STEM disciplines—is a major obstacle for many college students. In Missouri, well over half of all entering college freshmen require remediation in mathematics, and even non-remedial students struggle in college-level mathematics courses. Moreover, few students take a mathematics course beyond the minimum required for graduation. We have too many students ill-prepared to succeed in mathematics and too few interested in pursuing further study in mathematics-based fields.

This is indeed unfortunate because the importance of mathematical skills and reasoning to societal progress is greater than ever. The study of mathematics provides students with logical reasoning and analytical and problem solving skills. Mathematics also imbues in graduates the kind of thinking and habits of mind crucial for addressing the challenges of the modern world.

Too often we hear the refrains “I’m just not good in math” and “I don’t need math for my career.” Part of our challenge is changing perceptions of mathematics from something to be feared to something essential to one’s success in college and career. To that end, we must focus our attention not only on what is taught but how it is taught. We must align the appropriate mathematical concepts and skills with each program of study and do a better job of teaching those concepts and skills.

In that context, I am pleased to share with you the Report of the Missouri Mathematics Pathways Task Force (MMPT). MDHE directed the formation of the MMPT last fall and charged it to explore options and make recommendations that will significantly increase the percentage of students completing degree programs and student success rates in mathematics gateway courses without compromising the integrity of mathematics instruction. The department asked the task force to consider the effectiveness of college algebra and other entry-level college courses and to evaluate how seamlessly existing mathematics courses transfer between institutions.

The MMPT is committed to implementing the recommendations included in this report. Over the next year, the task force will:

- Develop strategies to familiarize departments, instructors and advisors with alternative approaches to entry-level courses, inclusive of content, instruction and delivery mechanisms;
- Communicate its recommendations to relevant professional associations, state decision-makers, university and college leaders and other relevant stakeholders;
- Collect and analyze data to measure effectiveness of existing and new entry-level mathematics courses, including dual enrollment courses taught in the high schools; and
- Explore ways to improve alignment with secondary-level mathematics curriculum.

The members of the Coordinating Board and I wish to express our appreciation to the members of the Missouri Mathematics Pathways Task Force for their fine work on this report. We look forward to continuing this dialogue with the objective of resolving one of the most persistent inhibitors to student success in higher education today.

Regards,



David R. Russell  
Commissioner of Higher Education

# Executive Summary

Signed into law in 2012, HB 1042 requires all public institutions in Missouri to “to replicate best practices in remedial education.” One best practice identified by the Missouri Department of Higher Education (MDHE) and the Task Force on College and Career Readiness (TCCR) is the alignment of gateway courses—particularly those in mathematics—with academic programs of study.

As the MDHE and the TCCR were implementing the provisions of HB 1042, Missouri was selected to participate in “Building Math Pathways into Programs of Study,” sponsored by Complete College America in collaboration with the Charles A. Dana Center at the University of Texas-Austin. The goal of the “Pathways” initiative is to “increase the percentage of students who pass gateway math courses and enter programs of study in one academic year by building math pathways.”

The MDHE formed the Missouri Mathematics Pathways Task Force (MMPT) to guide the state’s work on this project. The MDHE charged the MMPT with exploring options and making recommendations that would, one, increase significantly students’ success rates in mathematics gateway courses without compromising the integrity of the mathematics; and two, increase significantly the percentage of students completing degree programs. The MMPT has thus far met seven times since October 2014 in pursuit of the project’s objectives and has compiled in this report a summary of its work over the past eight months. In brief, the MMPT recommends the following:

- ▶ Recommendation 1.1: Revise 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.
- ▶ Recommendation 1.2: Establish statewide articulation agreements (while respecting the autonomy of each institution) for the alternative pathway mathematics courses that meet the general education mathematics requirements and their prerequisite courses.

- ▶ Recommendation 2.1: Institutions should align the process of placing students in credit-bearing courses with alternative pathway courses.
- ▶ Recommendation 2.2: The K-12 and higher education sectors should collaborate to align high school mathematics courses with entry college-level mathematics courses.
- ▶ Recommendation 2.3: Create college-level mathematics courses that serve as alternatives to the College Algebra course and that are aligned to targeted programs of study.
- ▶ Recommendation 2.4: Identify prerequisites for alternative college-level mathematics courses that are aligned to targeted programs of study.
- ▶ Recommendation 3.1: Hold a second Mathematics Summit to disseminate information and policy recommendations regarding the work of the MMPT.
- ▶ Recommendation 3.2: Develop a process for the collection and analysis of data regarding the success of alternative courses.

As the project moves into its second year, the MMPT is set to begin implementing project objectives. The MMPT is also planning Missouri’s second mathematics summit to be held this September in Columbia. This summit will be geared towards generating support from institutions for the implementation phase of the project, engaging faculty from other academic disciplines, and providing an opportunity for non-math faculty to share any concerns or insights they may have as the project moves forward.

# Background and Context

The Missouri Department of Higher Education (MDHE), in collaboration with the state's institutions of higher education, has for the past several years embarked on a statewide effort to reduce the need for and improve the outcomes of remedial education. As a member of the Complete College America Alliance of States, Missouri has participated in numerous national meetings and academies. In 2013, teams from nine institutions attended the Missouri Completion Academy, which resulted in several institutions adopting strategic plans to reduce remediation and improve learning outcomes; non-participating institutions have taken similar steps. A follow-up to the Completion Academy—to discuss progress and share best practices—was held in 2014. Additionally, legislation enacted in 2012 directed all public institutions of higher education to “replicate best practices in remediation.” Among the many best practices now being implemented is the alignment of gateway courses—particularly those in mathematics—with students' courses of study.

## *House Bill 1042*

A key to Missouri's progress in removing barriers to student success has been the passage of key implementing legislation. Missouri participated in the Complete College America completion academy held in Austin, Texas, in 2010. The contingent from Missouri included Sen. David Pearce, Rep. Mike Thomson and the governor's education policy advisor, Dr. Mike Nietzel. That academy produced exciting results, including several initiatives to improve efficiency (course redesign and performance funding, to name two). It also inspired what came to be known as House Bill 1042, which was adopted in 2012 and led to the creation of the Missouri Reverse Transfer Initiative, the Core Transfer Library, and the adoption of best practices in remediation.

To fulfill the mandate of HB 1042, the MDHE formed the Task Force on College and Career Readiness (TCCR), comprised of chief academic officers and faculty representatives from all sectors of higher education, and later representatives from the K-12 sector (see attachment for roster). Through the work of the TCCR and close collaboration with the public and independent institutions, the MDHE developed Principles of Best Practice in Remedial Education. The Principles is a set of guiding principles and best practices that describe how

remedial education statewide should be structured and delivered, an umbrella of “best practices” under which an institution can devise programs to meet the needs of its particular student body.

Several provisions of the Principles are directly related to the state's work on math pathways:

### *1. Statewide Placement Policy*

Accurate placement in appropriate coursework is a key to student success. To improve accuracy, institutions must use multiple measures to assess student readiness for gateway courses and programs of study. All institutions will use common scores for the assessment instruments they employ.

### *2. Gateway Courses*

The completion of a set of gateway courses for a course of study is a critical measure of success toward college completion. Remedial education should be designed to help students complete gateway courses in their course of study as quickly as possible.

### *3. Alternative Pathways*

The content in required gateway courses should align with a student's academic course of study—particularly in math. College Algebra may be an appropriate gateway course for many academic programs, but it should not be the only mathematics pathway for students to earn a postsecondary certificate or degree. Students seeking degrees in non-STEM fields may be served better by other gateway courses such as statistics or geometry.

### *4. Alternative Delivery*

Institutions should explore alternate delivery methods (a.k.a course redesign) to move students into credit bearing courses as quickly as possible and save students time and money. These methods should provide appropriate instruction to accommodate the diversity of their developmental and remedial students.

The institutions are now implementing the Principles of Best Practice in Remedial Education. The TCCR is researching effective measures, and combinations of measures, for use in placing students accurately in entry-level, credit-bearing courses.

### *The Missouri Mathematics Pathways Task Force*

In the spring of 2014, staff from the MDHE began discussions about the state of higher education mathematics in Missouri with various groups, including the Missouri Section of the Mathematical Association of America (MAA), the Missouri Mathematics Association of Two-year Colleges (MOMATYC), and the Missouri Developmental Education Consortium (MoDEC). The primary goal of these discussions was to gather information about and support for the implementation of best practices in remediation, particularly the development of alternative pathways. The MDHE formed a committee to examine the state of mathematics education in Missouri at a statewide summit in the fall of 2014.

The MDHE hosted The Missouri Mathematics Summit: Exploring Alternative Pathways and Course Redesign for Postsecondary Mathematics Education on September 11-12, 2014 in Columbia, Missouri. Missouri institutions of higher education were invited to bring a team of five to seven faculty members and administrators to attend. The purpose of the Summit was to engage faculty and administrators from Missouri's public and independent institutions in a discussion about developing alternative mathematics pathways for students and the course redesign necessary to support these pathways. The summit provided attendees with opportunities to network, discuss current initiatives at their institutions, hear informative presentations, and share best practices in postsecondary mathematics reform. The planning committee developed the program with assistance from the MDHE and financial support from the College and Career Readiness Partnership (a joint partnership of the American Association of State Colleges and Universities, the Council of Chief State School Officers, and the State Higher Education Executive Officers).<sup>1</sup>

While planning for the Summit continued, the MDHE was accepted to participate in the "Building Math Pathways into Programs of Study" initiative. To guide the state's work on this initiative, the department formed the Missouri Mathematics Pathways Task Force (MMPT), which was comprised of mathematics department chairs and mathematics educators from nearly every public postsecondary institution. Dr. Mary Shepherd of Northwest Missouri State University agreed to chair the Task Force. Dr. Rusty Monhollon, Assistant Commissioner for Academic Affairs at the MDHE, served as facilitator. Ann Boehmer (East Central College), Kim Granger (St. Louis Community College), and Tammy Randolph (Southeast Missouri State University) were the other three members of the executive committee for the team. The MDHE charged the MMPT to explore options and make recommendations that would increase significantly students' success rates in mathematics gateway courses without compromising the integrity of the mathematics, and increase significantly the percentage of students completing degree programs.

The MMPT held day-long meetings in October and November 2014; and in January, February, March, and May 2015. The MMPT formed four subgroups:

- ▶ Policy Obstacles
- ▶ Alignment Issues
- ▶ Improvement issues, and
- ▶ Math courses and their effect on student success rates and degree completion rates.

Each subgroup was comprised of representatives from both two-year and four-year institutions in Missouri. Each was led by a facilitator and collaborated during MMPT meetings and teleconferences held between Task Force meetings.

---

<sup>1</sup> The Summit program and Planning Committee Roster is attached in the appendix.

# Missouri Mathematics Pathways Task Force Members

Name	Title	Institution
Ian Aberbach	Professor of Mathematics and Director of Undergraduate Studies	University of Missouri-Columbia
Andrew Aberle	Mathematics Instructor	Ozarks Technical Community College
Briehan Barron	Mathematics Faculty	State Technical College of Missouri
Ann Boehmer	Chair of Mathematics and Physical Science Division	East Central College
William O. Bray	Chair of Mathematics Department	Missouri State University
Haiyan Cai	Chair of Mathematics and Computer Science Department	University of Missouri – St. Louis
Jonathan Corbett	Chair of Mathematics and Natural Sciences Department	Harris Stowe-State University
Tabatha Crites	Mathematics Faculty	Mineral Area College
Mark Eriksson	Mathematics Faculty	Three Rivers Community College
David Garth	Professor of Mathematics	Truman State University
Kim Granger	Professor of Mathematics	St. Louis Community College
Jennifer Hegeman	Associate Professor of Mathematics	Missouri Western State University
Cheryl Ingram	Chair of Mathematics and Physical Sciences Division	Crowder College
Kerry Johnson	Chair of Mathematics Department	Missouri Southern State University
Bill Kalahurka	Assistant Teaching Professor of Mathematics	University of Missouri – Kansas City
Donna Kessler	Mathematics Instructor	Moberly Area Community College
Wanda Long	Professor of Mathematics	St. Charles Community College
Phoebe McLaughlin	Professor of Statistics and Mathematics	University of Central Missouri
Kimberly Miller	Chair of Mathematics Division	State Fair Community College
Rusty Monhollon	Assistant Commissioner of Academic Affairs	Missouri Department of Higher Education
Bill Morgan	Mathematics Faculty	Metropolitan Community College
Jennifer Plemons	Research Associate	Missouri Department of Higher Education
Tammy Randolph	Department of Mathematics Chair	Southeast Missouri State University
Skyler Ross	Associate Professor of Mathematics	Jefferson College
V.A. Samaranayake	Curator's Teaching Professor of Mathematics & Statistics, and Director of Graduate Studies	Missouri University of Science and Technology
Mary Shepherd	Professor of Mathematics	Northwest Missouri State University
Ruthi Sturdevant	Professor of Mathematics	Lincoln University
Tracy Welch	Mathematics Faculty	North Central Missouri College
<b>Alternate Members</b>		
Stephanie Fitch	Associate Teaching Professor of Mathematics	Missouri University of Science and Technology
Trish White	Developmental Mathematics Instructor	Ozarks Technical Community College

## I. Removing Policy Obstacles

Higher education has evolved over the past century. With it, undergraduate general education mathematics course requirements have undergone significant change. In the early 1900s, the entry-level mathematics course that liberal arts students took included Calculus topics.<sup>2</sup> Additionally, not all students were required to take a mathematics course to fulfill the general education requirements for a liberal arts degree. For example, in 1928, the entry level mathematics course at Washington University College of Liberal Arts in St. Louis included the topics in algebra, trigonometry, and elementary notions on analytic geometry and calculus. The prerequisite for the course was high school algebra and geometry. Most degrees did not require a mathematics course, but instead required students to select one course from a list of courses from selected disciplines. A pre-commerce student was required to select a course in either science or mathematics their freshman year, and then another course in science, mathematics or psychology their sophomore year. A nursing student, pre-legal student or other student working towards a Bachelor of Arts degree needed only to select one course in either mathematics, Latin, or Greek.<sup>3</sup>

To keep up with changes in society and our educational system, educators need to be willing to make changes to national, state and institutional policies. Currently in Missouri, most students fulfill the general education mathematics requirement by taking College Algebra. Even though College Algebra was created to prepare students for Calculus, most students who take College Algebra do not intend to take Calculus. Furthermore, Intermediate Algebra was created to prepare students for College Algebra, yet Intermediate Algebra is used as a prerequisite for all entry-level courses that are used to meet the general education mathematics requirement of their degree program regardless of the mismatch of the course objectives and learning outcomes.<sup>4</sup>

---

<sup>2</sup> Alan Tucker, The History of the Undergraduate Program in Mathematics in the United States. The American Mathematical Monthly 120.8 (2013): 689–705.

<sup>3</sup> Washington University St. Louis. Catalogue of the College of Liberal Arts, February 20, 1928.

<sup>4</sup> Tucker, Alan. The History of the Undergraduate Program in Mathematics in the United States. The American Mathematical Monthly 120.8(2013): 689–705.2012.

## Issue 1.1: CBHE Policies

The Missouri Coordinating Board for Higher Education (CBHE) has a policy that states “The mathematics requirement for general education should have the same prerequisite(s) and level of rigor as College Algebra.”<sup>5</sup> 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 already 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 list of knowledge and skills that a student needs in order to be successful in a Statistics or Quantitative Reasoning course will have many—but not all—of competencies and skills a student needs to be successful in a College Algebra course.

In November 2014, the American Mathematical Association of Two-year Colleges (AMATYC) passed a position statement regarding the appropriate use of Intermediate Algebra as a prerequisite course. AMATYC’s position is that the prerequisite of any mathematics course should be a course that prepares a student to succeed in that course for which it is a prerequisite.<sup>6</sup> AMATYC’s position stands contrary to the current CBHE policy.

- ▶ Recommendation 1.1: Revise 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 for each individual course. The MDHE should form a workgroup to revise the policy. This group should be comprised of

---

<sup>5</sup> Missouri Coordinating Board for Higher Education, Principles of Best Practices in Developmental Education, 2012.

<sup>6</sup> American Mathematical Association of Two-year Colleges. (2014, November). Position Statement on The Appropriate Use of Intermediate Algebra as a Prerequisite. Retrieved from [www.amatyc.org/?page=PositionInterAlg](http://www.amatyc.org/?page=PositionInterAlg)

mathematics and statistics faculty from around the state who represent the mathematics and statistics departments in their respective institutions.

This policy change is critical to the work towards providing students with alternative pathways to and through the general education mathematics requirements.

### *Issue 1.2: Alternative Mathematics Pathways*

Most colleges and universities in Missouri have created rigorous, college-level courses that serve as an alternative to College Algebra. As well, most Missouri universities allow students to meet the general education mathematics requirement for a bachelor's degree in non-STEM fields by taking a mathematics course other than College Algebra, such as mathematical, quantitative, or statistical reasoning course.<sup>7</sup> These courses were intended to provide students with a course that meets the general education requirements for mathematics while being relevant to their pathway of study. For example, students who intend to major in art, history or English can take a quantitative reasoning mathematics course designed for liberal arts students. Although these courses are being offered to students in Missouri, the enrollment in such courses is not proportionate to the number of students intending to major in non-STEM disciplines. Rather than take a general education mathematics course that is relevant to a student's major, most Missouri students still take College Algebra. Many students fail College Algebra several times before making it past this barrier to their degree completion; some give up without completing their degree.

One reason that community college students or university students who believe that they might transfer to another university take College Algebra is because they are confident that College Algebra will transfer to other Missouri colleges and universities for all majors. Registration advisors often advise students to take College Algebra for this reason. As a result, there needs to be articulation agreements for the alternative pathway mathematics courses to meet the general education mathematics requirements in Missouri.

---

<sup>7</sup> These kind of courses currently exist in Missouri and go by different names, such as Contemporary Mathematics and General Statistics.

Until students are confident that the alternative mathematics course will transfer and meet the degree requirements of the institution they transfer to, students will continue to enroll in College Algebra fearing that the alternative mathematics course will not transfer. In short, it is not sufficient to create alternative pathway mathematics courses. The creation of such courses will have little effect on degree completion rates until students have the confidence to enroll in the courses, and strong state-wide articulation agreements will give students the assurance that the courses will in fact transfer and fulfill their degree requirements.

- ▶ Recommendation 1.2: Establish statewide articulation agreements (while respecting the autonomy of each institution to establish its own general education and graduation requirements within the context of Missouri statutes) for the alternative pathway mathematics courses that meet the general education mathematics requirements and their prerequisite courses. The goal is to create pathways to provide students with the mathematics skills and knowledge they need to be successful in their program of study, such as a college-level quantitative reasoning course and a college-level statistics course. In addition, appropriate prerequisite courses, such as mathematics literacy, should also be developed.

Missouri colleges and universities should establish articulation agreements for these courses so that the courses will transfer easily. The MDHE should form a workgroup to develop this articulation agreement. Additionally, courses that are developed to offer students alternative mathematics pathways should be included in the transfer library, as required by HB 1042.

### *II. Aligning secondary and postsecondary mathematics content and instruction*

Higher education institutions are situated to better serve students when they have clear communication and alignment with the K-12 school systems. Stake holders that benefit from this alignment include students, parents, teachers and tax payers. When the K-12 and the higher education systems are not aligned, students and teachers lose valuable time, and parents and tax payers pay for redundant courses. Everyone involved will benefit from increasing the number of high school graduates in Missouri who test into and pass on the first attempt college-level courses at the point of entering college.

To ensure that more students are able to start their college career without retaking high school subjects and to ensure that students who test into a college-level mathematics course right out of high school pass the course the first time around, high school courses and the new Pathway courses need to be aligned; responsibility for this alignment falls to both K-12 and higher education. Additionally, there is a need for clear communication between high schools and colleges regarding expectations at the college level, the appropriate courses for college-bound students, and the lapse of time between courses.

### *Issue 2.1: Placement into Alternative Mathematics Pathways*

The benchmark score for college readiness on the mathematics section of the ACT test is 22, which means a student who earns a 22 on the ACT math subscore has a 50 percent chance of obtaining a B or higher and a 75 percent chance of obtaining a C or higher in the corresponding credit-bearing college course. According to the ACT, only 45 percent of the Missouri 2014 high school graduates who took the ACT met the college readiness benchmark for College Algebra.<sup>8</sup> However, the ACT does not provide a benchmark score that can be used to place students into other entry-level college mathematics courses. Missouri institutions are required to use multiple measures to determine a student's placement in credit-bearing of remedial course. Most assessment instruments—such as the Compass or Accuplacer—may not be reliable in assessing a student's readiness for a college-level course other than College Algebra.

It is clear that if alternative pathways in college level mathematics are to be created in Missouri, the placement into these mathematics courses must be reevaluated.

- ▶ Recommendation 2.1: Institutions should align the process of placing students in credit-bearing courses with alternative pathway courses. Multiple measures should be used to assess student placement, and it should not be assumed that the same measures are appropriate for all college-level mathematics courses.

---

<sup>8</sup> ACT, Missouri State Profile for the Graduating Class of 2014. Retrieved from <http://www.act.org/newsroom/data/2014/pdf/profile/Missouri.pdf>

In an effort to increase student success rates and decrease a student's time to graduation, the placement process should include instruments that measure competencies required for courses within the pathway. The instrument should be based on data and should not necessarily be the same for all courses, in the same way that it would be absurd to use one language placement test to place students accurately in French, German or Spanish courses. The instrument should capture the diversity of student backgrounds relating to the number of years of high school math, the elapsed time since their last math class, and test scores. Multiple measures should be used to place students into the various college-level mathematics courses.

### *Issue 2.2: K-12 and Higher Education Alignment*

As noted above, not all students who graduate from Missouri high schools are prepared for College Algebra. It is possible that as new courses are developed to meet the general education mathematics requirements, some high school graduates might not be prepared for those courses either. It is imperative that the content of the new college-level mathematics courses align with the content of high school mathematics courses so that college-bound high school students are able to test into and pass entry-level college mathematics courses. Some high school graduates are underprepared for college-level mathematics because they have not taken the right mathematics courses in high school or because they have not taken mathematics courses the last year or even two years of high school.<sup>9</sup>

- ▶ Recommendation 2.2: The K-12 and higher education sectors should collaborate to align high school mathematics courses with entry college-level mathematics courses. The higher education sector must clearly communicate college-level expectations to high schools so as to provide a smooth transition from the K-12 system to the higher education system. The State Board of Education should adopt the CBHE Recommended College Preparatory High School Curriculum.

---

<sup>9</sup> Research confirms that students who have taken four or more mathematics courses in high school have greater success in college-level mathematics courses. The research also suggests the importance of taking a mathematics course in the senior year of high school. The CBHE Recommended College Preparatory High School Curriculum was updated in 2012 to reflect this research; it is available <http://dhe.mo.gov/policies/hs-core.php>

In an effort to increase student success rates and decrease a student's time to graduation, the CBHE should communicate with K-12 systems about the new courses and their prerequisite skills so as to align each new course created within pathways to the mathematics content taught in Missouri high schools. Students who take and pass the mathematics courses prescribed by the Missouri Department of Higher Education for college-bound students should be able to place into college-level mathematics courses when they go to college. High school mathematics courses should, in essence, meet the same learning objectives as the prerequisite courses offered by colleges. In addition, colleges and universities need to communicate more clearly and openly with high school counselors who advise students about their course selection in high school.

### *Issue 2.3: Aligning Mathematics Courses with Programs of Study*

College-level courses that meet the general education mathematics requirements should align with programs of study. The College Algebra course was created to prepare students for Calculus. Students who are not intending to take Calculus should have the option of taking a college-level mathematics course that relates more closely to their program of study.

- ▶ Recommendation 2.3: Create college-level mathematics courses that serve as alternatives to the College Algebra course and that are aligned to targeted programs of study. The MDHE should appoint a workgroup consisting of mathematicians, statisticians, and other faculty to develop these alternative courses.

Some colleges and universities around the nation, including many in Missouri, offer courses in mathematical, quantitative, or statistical reasoning to fulfill mathematics general education requirements. Unlike College Algebra, which is accepted in transfer as an equivalent at all public institutions, we do not know the extent to which such courses offered by Missouri colleges and universities have similar learning objectives and outcomes. Therefore, the MDHE should create a statewide workgroup of mathematics and statistics faculty to identify the suggested outcomes and objectives for entry-level, college-level alternative mathematics courses that fulfill general education requirements. The course objectives should be based on the current research and best practices around alternative courses being offered around the country,

rather than simply merging course objectives from the various existing courses. The work of the Dana Center, Carnegie Center and AMATYC's New Life Mathematics project all should be consulted as these courses are being developed. Furthermore, this list of student learning outcomes might be useful in determining articulation of the courses among institutions.

### *Issue 2.4: Alternative Mathematics Course Prerequisites*

The purpose of prerequisites is to provide the student with the skills and knowledge needed to be successful in the subsequent course. The prerequisites for entry-level, college-level alternative mathematics courses that fulfill general education requirements will not necessarily be the same for all courses. Thus, each general education mathematics course should have appropriate prerequisites.

- ▶ Recommendation 2.4: Identify prerequisites for alternative college-level mathematics courses that are aligned to targeted programs of study. The learning objectives and outcomes for these prerequisites should match the skills and knowledge needed by a student to be successful in subsequent courses and should have some statewide consistency. The MDHE should appoint a workgroup consisting of mathematicians, statisticians, and other faculty to develop these prerequisites.

The prerequisites should be created using a backward design approach, with the course learning objectives driving the decision regarding what topics to include. The prerequisites should be crafted by mathematics faculty to specifically meet the needs of a student who is preparing to take an appropriate college-level mathematics course. The Dana Center, the Carnegie Foundation, and AMATYC's New Life Math Program have created such courses, and their work and research of these reputable groups should be consulted when Missouri embarks on this work.

### *III. Collecting, analyzing and sharing data*

Institutions of higher education often make changes with the goals of increasing student success, improving learning, and raising graduation rates. As Missouri colleges and universities work to improve college completion through the development of pathways to and through the general education mathematics courses, it is critical that comparable data be collected, analyzed, and shared across the state so that we know which changes have increased student success.

### *Issue 3.1: Institutional Faculty and Staff Engagement*

Every public two-year and four-year institution in Missouri has either a faculty member or administrator serving on the MMPT as a representative of that institution. Though MMPT members have kept members of their institutions informed about the work of the MMPT, it will be beneficial to bring teams from each institution together to ensure that the work of the MMPT is being fully shared with all institutions.

- ▶ Recommendation 3.1: The MDHE should hold a second Mathematics Summit to disseminate information and policy recommendations regarding the work of the MMPT, to encourage the creation of new mathematics pathway courses and to present data collected by institutions that have embarked on this effort.

In fall 2014, the MDHE hosted the Missouri Mathematics Summit, the purpose of which was to bring together faculty and administrators from around the state to explore alternative pathways and course redesign for postsecondary mathematics education. The second Missouri Mathematics Summit will provide Missouri institutions with an update of the work done by the MMPT and disseminate further the policy recommendations of the MMPT. Teams of faculty members and administrators should be invited from all two- and four-year public and private institutions. The Summit presenters should include faculty who have experienced program success and failure in pathway courses as early adopters.

### *Issue 3.2: Data Collection and Evaluation*

When new course placement requirements are put in place, it can be difficult to ascertain whether the new requirements are appropriate. After placement guidelines have been instituted for new pathways courses, the procedure should be evaluated to determine whether any revisions need to be made for improvement.

Missouri higher education institutions should report grade data so that the level of success in developmental courses, gateway courses and courses which require gateway courses can be examined.

- ▶ Recommendation 3.2: The MDHE, in consultation with the institutions of higher education, should develop a process for the collection and analysis of data regarding the success of alternative courses, including but not limited to success rates in developmental and gateway courses, and courses that require gateway courses. Further, the MDHE should collaborate with the institutions in analyzing the data to make recommendations regarding the effectiveness of math placement strategies.

At the time new placement guidelines are established, a date for evaluating the effectiveness of the placement procedures should be set. Data should be collected and analyzed to refine the placement guidelines. Procedures should be put in place in advance for the facilitation of accurate, easy, statewide collection of consistent data. This data should be analyzed to determine if the work done to create alternative math pathways has improved student success and degree completion rates.

# Conclusion

Over the past eight months, the Missouri Mathematics Pathways Task Force has worked diligently to identify strategies to achieve the objectives of HB 1042 and the “Building Math Pathways into Programs of Study” initiative. This report will be shared with other stakeholders, including the Coordinating Board for Higher Education, the CBHE Presidential Advisory Committee, the Missouri Chapter of the Mathematical Association of America, the Missouri Mathematics Association of Two-Year Colleges, the Missouri Developmental Education Consortium, and the Council of Chief Academic Officers.

As the project moves into its second year, the MMPT is prepared to implement the recommendations contained in this report. This work will include:

- ▶ Developing strategies to familiarize departments, instructors, and advisors with alternative approaches to entry-level courses, inclusive of content, instruction, and delivery mechanisms.
- ▶ Communicating information among chairpersons about best practices and about ways to move promising efforts to scale.
- ▶ Communicating the task force’s recommendations to relevant professional associations, state decision-makers, university and college leaders, and other relevant stakeholders.

- ▶ Collecting and analyzing data to measure effectiveness of existing and new entry-level mathematics courses, including dual enrollment courses taught in the high schools. Establish calendars for monitoring student success over time and for the periodic review of policies and practices.
- ▶ Exploring ways to improve alignment with K-12, specifically to ensure that college-level and developmental-level mathematics courses reflect the secondary-level CCSSM and to ensure that dual enrollment courses in any setting are equivalent to taking the course on a college campus.

We intend to launch the implementation phase at the Missouri’s second mathematics summit to be held in September 2015 in Columbia, Missouri. This summit will be geared towards generating support from institutions for the implementation phase of the project, engaging faculty from other academic disciplines, and providing an opportunity for non-math faculty to share any concerns or insights they may have as the project moves forward.

# Appendix



## Missouri Mathematics Summit

Exploring alternative pathways and course redesign  
for postsecondary mathematics education

Hilton Garden Inn • 3300 Vandiver Drive • Columbia, MO 65202

### Summit Program

Thursday, September 11

---

- 6:30 p.m. Optional Reception
- 7:00 p.m. Welcome and Purpose for Mathematics Summit

Friday, September 12

---

- 7:30 a.m. – 8:30 a.m. Registration and Continental Breakfast
- 8:30 a.m. – 8:45 a.m. Welcome  
Dr. Rusty Monhollon, *Assistant Commissioner for Academic Affairs, Missouri Department of Higher Education*
- 8:45 a.m. – 10:00 a.m. Plenary Session I: Applications of the Predictive Capability of Early-Semester Data in Gateway Math Courses  
Dr. Greg Budzban, *Chair, Department of Mathematics, Southern Illinois University-Carbondale*
- 10:00 a.m. – 10:15 a.m. Break
- 10:15 a.m. – 11:30 a.m. Plenary Session II: Math Literacy: A Non-STEM Pathway to College Readiness  
Kathleen Almy, *Professor of Mathematics, Rock Valley College, Rockford, IL*
- 11:30 p.m. – 1:00 p.m. Lunch Presentation: Alternative Pathways at Austin Peay State University  
Dr. Loretta Ussery Griffy, *Director of the Center for Teaching and Learning, Austin Peay State University, Clarksville, Tennessee*
- 1:00 p.m. – 2:30 p.m. Breakout Sessions
1. Generating faculty interest and faculty-driven mathematics reform  
Dr. Greg Budzban, Dr. Tammy Randolph
  2. Building statewide support for mathematics reform  
Dr. Loretta Ussery Griffy
  3. Improving student success using online methods of math instruction  
Dr. Kimberlyann Tsai Granger
  4. Next Steps: Implementing a math literacy course  
Kathleen Almy
- 2:30 p.m. – 2:45 p.m. Break
- 2:45 p.m. – 3:45 p.m. Panel Discussion  
Kathleen Almy, Greg Budzban, Loretta Griffy, Bruce Vandal
- 3:45 p.m. – 4:00 p.m. Next Steps and Closing Remarks  
Rusty Monhollon

## TCCR Math Summit Planning Committee Roster

Name	Title	Institution
Charlene Atkins	Professor	University of Central Missouri
Ann Boehmer	Chair of Mathematics and Physical Science Division	East Central College
Jeff Cawlfeld	Vice Provost for Undergraduate Studies	Missouri University of Science & Technology
Kim Granger	Professor of Mathematics	St. Louis Community College
Paul Long	Vice Chancellor of Academic Affairs and Technology	Metropolitan Community College
Wanda Long	Professor of Mathematics	St. Charles Community College
Ann McCoy	Professor - President - MAT <sup>2</sup>	University of Central Missouri
Rusty Monhollon	Assistant Commissioner of Academic Affairs	Missouri Department of Higher Education
Jennifer Plemons	Research Associate	Missouri Department of Higher Education
Mary Shepherd	Professor of Mathematics	Northwest Missouri State University

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Proprietary School Certification Actions and Reviews  
Coordinating Board for Higher Education  
June 3, 2015

### **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 April 9, 2015, 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)**

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)***

Academy of Dental Assisting  
St. Louis, Missouri

This private, for-profit school offers a non-degree program in dental assisting. The school's mission is to provide students with affordable quality training that is effective, state of the art and convenient. The school is not accredited.

New Reflections Technical Institute  
Kansas City, Missouri

This private, for-profit school offers non-degree programs in office administration, commercial truck driving, and adult education and literacy. The mission of the school is to create a coherent system of training to increase academic achievement where participants will have the ability to compete in a complex and technologically oriented society. This school is not accredited.

Ozark Driving Institute  
Cabool, Missouri

This private, for-profit school offers non-degree programs in truck driver training. The school's mission is "to promote comprehensive commercial driver education in a controlled environment." The school is not accredited.

Truman Medical Center School of Nurse Anesthesia  
Kansas City, Missouri

This private, not-for-profit school offers a non-degree program in nurse anesthesia. The school's mission in affiliation with the University of Missouri-Kansas City School of Nursing and Health Studies is to prepare scientifically knowledgeable, self-motivated, professional nurse anesthesia experts. The nurse anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, a specialized accrediting agency recognized by the US Department of Education.

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

None

***Exemptions Granted***

Greater Faith International Bible Institute and College  
Grandview, Missouri

This institution was granted exemption as “a not-for-profit school owned, controlled and operated by a bona fide religious or denominational organization which offers no programs or degrees and grants no degrees or certificates other than those specifically designated as theological, bible, divinity or other religious designation.” The school will offer non-academic associate, baccalaureate, and graduate degrees in the areas of religion and business, religious and Christian education, and Christian counseling. This school is not accredited.

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

CDL Pros, Inc.  
Lake Lotawana, Missouri

This private, for-profit school proposes to offer non-degree programs in truck driver training. The school’s mission is to provide high quality skill based training specific to the trucking industry. The school is not accredited.

EPEC Grooming School  
Kansas City, Missouri

This private, not-for-profit school proposes to 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.

Kansas City School of Phlebotomy  
Kansas City, Missouri

This private, for-profit school proposes to offer non-degree programs in phlebotomy, EKG technician training, clinical medical assisting, and CPR. The mission of the school is to provide students with the skills, knowledge, training, and experience for a successful career in allied health. The school is not accredited.

Montessori Teacher Preparation of Kansas City  
Kansas City, Missouri

This private for-profit school proposes to 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.

St. Louis College of Medical Technologies  
St. Louis, Missouri

This private, not-for-profit school proposes to offer a non-degree program in therapeutic massage. The mission of the school is to provide therapeutic massage instruction designed to meet state and national certification requirements. The school is not accredited.

USA Hail Services and Training Center  
Robertsville, Missouri

This private, for-profit school proposes to offer a non-degree program in paintless dent repair. The school's mission is to provide students with the basic knowledge and skills of automotive paintless dent repair in order to enter the workforce. The school is not accredited.

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

None

***Schools Closed***

Sanford-Brown College  
Fenton, Missouri

Sanford-Brown College – Fenton, accredited by the Accrediting Council for Independent Colleges and Schools, was approved to offer certificate and associate degree programs primarily in allied health and veterinary technology in Fenton, Missouri. The school's owner, Career Education Corporation, made the decision to close the Sanford-Brown Colleges currently in operation in Missouri. 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. Compliance with those requirements has been confirmed, and the closure process is considered complete.

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Update on Missouri Reverse Transfer  
Coordinating Board for Higher Education  
June 3, 2015

### DESCRIPTION

Over the past three years, the Missouri Department of Higher Education has, in collaboration with representatives from both the public and private higher educational sectors, accomplished a statewide implementation of Missouri Reverse Transfer. The MRT Program offers seamless associate degree completion by allowing students to use credit earned at two- and four-year higher education institutions to qualify for an associate degree. Students who have completed at least 15 credit hours at a qualifying two-year college and transferred to a four-year college or university in Missouri can transfer credit back to the two-year college to earn an associate degree. This item reports on the implementation of Missouri Reverse Transfer and outlines the plan to sustain the program.

### **Implementing the Reverse Transfer Policy (HB 1042)**

#### ***Phase I: Development***

MDHE began Phase I of the MRT initiative in 2012 when HB 1042 directed the CBHE to develop a policy to foster reverse transfer. The MDHE secured a \$500,000 grant from the Lumina and Kresge Foundation to implement MRT. The MDHE appointed a Steering Committee that included representatives from public and private higher education sectors. Phase I also consisted of writing and vetting the MRT policy, the CBHE approved in September 2013. An MRT Implementation handbook was constructed to provide detailed implementation protocols and processes for institutions. Technology infrastructure was created by having all institutions register for the National Student Clearinghouse's (NSC) Electronic Transcript (ETX) to support the exchange of PDF transcripts. These reverse transfer procedures and processes were piloted by six-high volume transfer partnerships to test the reverse transfer procedures and processes starting in October 2013 and ending in the May/June 2014 timeframe. Fifty Associate degrees were awarded during the pilot process.

#### ***Phase II: Scaling-Up: Statewide Implementation***

Using lessons learned from the individual pilots, MDHE began the scaling-up effort with all participating institutions fully implementing statewide reverse transfer in fall 2014. During this Phase II step, MDHE and the MRT steering committee worked closely with the 41 Reverse Transfer Coordinators identified by each institution. The beginning part of this phase focused on running queries to identify new transfer students reverse transfer eligible for the fall 2014 semester and contacting this target audience. The latter part of Phase II in Spring 2015 focused on contacting currently enrolled students not previously contacted. MDHE hosted several statewide professional development seminars to provide training and information to campus personnel responsible for the implementation of the reverse transfer initiative at their institutions. During Phase II, the MRT Steering Committee and MDHE also worked with the 41 Reverse Transfer Coordinators to describe the process of reverse transfer, how institutions will

collaborate and share data to confer degrees and how the AA degree will benefit students. Press releases were also issued by MDHE to promote state wide recognition of MRT.

### ***Phase III: Evaluation and Sustainability***

Phase III focuses on sustaining MRT during the post-grant period after the Lumina and Kresge grant ends on June 30, 2015. The Council on Transfer and Articulation (COTA) has assumed responsibility for the Missouri Reverse Transfer program from the recently disbanded twenty-member MRT Steering Committee. COTA is a committee dedicated to matters of transfer and articulation, members are appointed by the commissioner of the Missouri Department of Higher Education. COTA increased its membership from eight to twelve appointees to handle the additional responsibilities of MRT. Training sessions will continue to be held on a regular basis for Missouri Reverse Transfer Coordinators. COTA is planning on holding at least two training sessions per year to keep the initiative progressive and to train new coordinators. Phase III will also consist of contacting students not currently enrolled at an institution that meet the eligibility requirement. MDHE is encouraging institutions to reach back at least 5 years to formerly enrolled students beginning in fall of 2015. A communication campaign will begin this fall to reach out to Missourians not currently enrolled at an institution and left the institution without earning an associate degree. As of May 1, 2015, 189 associate degrees have been awarded through Missouri Reverse Transfer.

### ***The Future: Reverse Transfer on a National Scale***

Missouri is a leader in Reverse Transfer by being one of three states (Texas and Wisconsin) invited to participate in the National Student Clearinghouse (NSC) Reverse Transfer Project, which seeks to provide a national, automated solution for exchange of student record data throughout the nation. The National Reverse Transfer Project is a standardized, streamlined, and technologically enhanced process to enable four-and two-year institutions to transfer student credits more efficiently and securely across state lines. The NSC is the largest education electronic data exchange service provider, performing more than one billion exchanges annually with its over 3,600 participating institutions. It has been projected that as many as two million students could earn associate degrees through the project. The NSC is charging no fees for this service.

Missouri has long been a national leader in transfer and articulation, as evidenced by the *Joint Leadership Statement on Commitment to Transfer*. Signed by the chief executive officer of every public institution of higher education in the state, the *Joint Leadership Statement* reflects the statewide commitment to work collaboratively to improve the total transfer process by developing an efficient transfer policy that minimizes the loss of course credits, curtails any unnecessary duplication of learning, and shares responsibility and cost for the development and implementation of articulation agreements. The signatories also agreed to develop a single point of contact to provide students and institutions with access to current course equivalencies and articulation agreements.

With the successful implementation of Missouri Reverse Transfer and the state's participation in the NSC project, the need to establish this single point of contact—such as a web portal—for student and families to access information about the higher education system is paramount.

While the MDHE has a student portal focused on providing information to students about state student aid, this website must be expanded into other crucial areas if it is to reach its full potential to serve the needs of Missouri students and families.

**STATUTORY REFERENCE**

Section 173.005.2(6), RSMo, Responsibilities of the Coordinating Board

**RECOMMENDED ACTION**

This is an information item only.

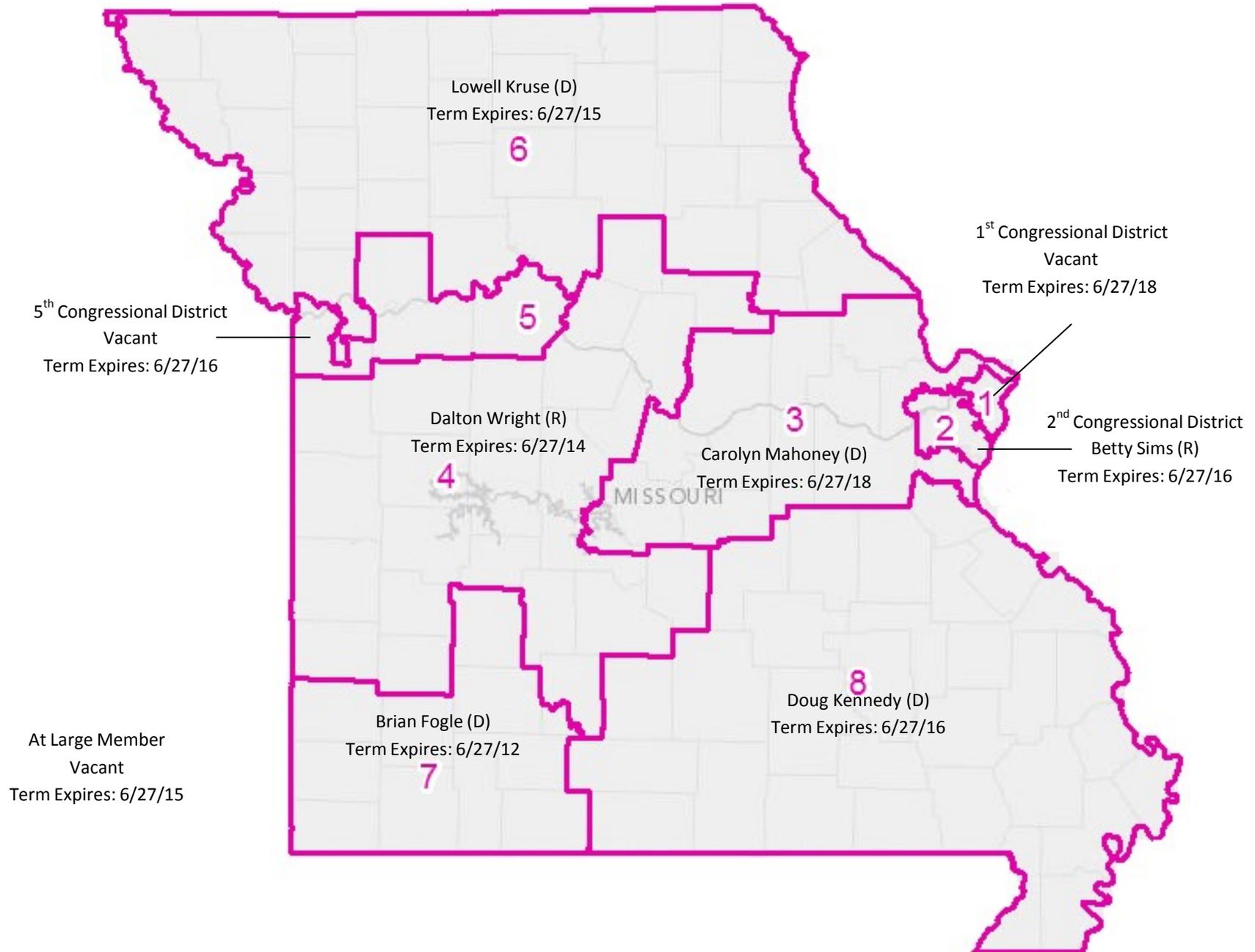
Coordinating Board for Higher Education  
Members by Congressional District

---

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)

---

<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)

---

<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

---

<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))