

Coordinating Board for Higher Education

Agenda of Meeting

**2:00 p.m.
Wednesday
December 10, 2014**

**St. Charles Community College
St. Charles, MO**

COORDINATING BOARD FOR HIGHER EDUCATION

Dalton Wright, Chair, Conway

Betty Sims, Vice-Chair, St. Louis

Brian Fogle, Secretary, Springfield

Lowell C. Kruse, St. Joseph

Carolyn Mahoney, Jefferson City

Doug Kennedy, Poplar Bluff

TIME: 2:00 p.m.
Wednesday, December 10, 2014

PLACE: St. Charles Community College
Social Sciences Building
4601 Mid Rivers Mall Drive
Cottleville, MO 63376

Schedule of Events December 10, 2014

Wednesday, December 10, 2014

10:00 a.m. – 12:00 p.m. **CBHE Work Session**
St. Charles Community College
Social Sciences Building
4601 Mid Rivers Mall Drive
Cottleville, MO 63376

2:00 p.m. – 4:00 p.m. **CBHE / PAC Meeting**
St. Charles Community College
Social Sciences Building
4601 Mid Rivers Mall Drive
Cottleville, MO 63376

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
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

Dr. Ken Dobbins, President
Southeast Missouri State University

Dr. Troy Paino, President (PAC Chair)
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 Vice-Chair)

Independent Four-year Colleges and Universities

Dr. James Evans, President
Lindenwood University

Dr. Roger Drake, President
Central Methodist University

Dr. Ron Slepitzka, 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, President, Ozark Technical Community College – Table Rock
ICUM – Dr. George Forsythe, President, Westminster College

COORDINATING BOARD FOR HIGHER EDUCATION

Wednesday, December 10, 2014

2:00 p.m. – 4:00 p.m.

St. Charles Community College

Social Sciences Building

4601 Mid Rivers Mall Drive

Cottleville, MO 63376

AGENDA

Agenda Item Description	Tab	Presenter
General Business		
<u>Action</u>		
1. Review Consent Agenda		
a. Minutes of the September 4, 2014, and November 4, 2014, CBHE Meetings		
b. Distribution of Community College Funds	A	Leroy Wade
2. Nominating Committee		Lowell Kruse
3. Proposed 2016 Meeting Dates	B	Brian Fogle
4. Energy Loan Projects Review	C	Bill Thornton
<u>Information</u>		
1. St. Charles Community College Welcome and Presentation		President Ron Chesbrough
Presidential Advisory Committee		
Don Claycomb, Chair		
<u>Action</u>		
1. Presidential Advisory Committee Nominations and Election of Officers (Vice Chair)		Dalton Wright
<u>Information</u>		
1. 2015 Legislative Preview	D	Leroy Wade
2. Coordinated Plan process		David Russell
External Relations Committee		
Carolyn Mahoney, Chair		
1. Adoption of Resolution	E	David Russell
Budget and Financial Aid Committee		
Dalton Wright, Chair		
<u>Action</u>		
1. FY16 Capital Improvements	F	Leroy Wade
2. Performance Funding	G	Leroy Wade
<u>Information</u>		
1. Student Loan Program	H	Leanne Cardwell
2. Missouri College Application Week	I	Leanne Cardwell
Academic Affairs and Workforce Needs Committee		
Lowell Kruse, Chair		
<u>Action</u>		
1. Academic Program Actions	J	Rusty Monhollon
2. Best Practices in Remedial Education	K	Rusty Monhollon
<u>Information</u>		
1. Proprietary School Certification Actions and Reviews	L	Leroy Wade
2. Fall 2014 Enrollment: A Preliminary Report	M	Jeremy Kintzel
3. Innovation Education Partnerships update	N	Rusty Monhollon
4. Missouri Mathematics Pathways Initiative	O	Rusty Monhollon
5. Update on State Authorization Reciprocity Agreements (SARA)	P	Leroy Wade

COORDINATING BOARD FOR HIGHER EDUCATION

Wednesday, December 10, 2014

2:00 p.m. – 4:00 p.m.

St. Charles Community College

Social Sciences Building

4601 Mid Rivers Mall Drive

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Audit Committee

Betty Sims, Chair

General Business

Information

- | | |
|---|---|
| 1. Good and Welfare of the Board | |
| 2. CBHE Members by Congressional District | Q |
| 3. CBHE Statutory Functions | R |
| 4. MDHE Grants and Projects | S |

Action

1. Adjourn Public Session of Coordinating Board for Higher Education Meeting

**COORDINATING BOARD FOR HIGHER EDUCATION
MINUTES OF MEETING
November 4, 2014**

The Coordinating Board for Higher Education met on Tuesday, November 4, 2014, at Lincoln University, Jefferson City, MO. Chairman Wright called the meeting to order at 11:05 a.m. The presence of a quorum was established with the following in attendance:

	Present	Absent
Brian Fogle	X	
Doug Kennedy	X	
Lowell Kruse	X	
Carolyn Mahoney	X	
Betty Sims	X	
Dalton Wright	X	

State Authorization Reciprocity Agreement

Leroy Wade read the following recommended action: **“It is recommended that the Coordinating Board approve the attached draft administrative rule and direct the Commissioner to file the rule with the Secretary of State so that it may become effective at the earliest possible date.**

It also is recommended that the Coordinating Board approve the attached completed application for Missouri’s participation in the State Authorization Reciprocity Agreement as tentatively approved by the Midwest Higher Education Compact SARA Steering Committee.”

Brian Fogle made a motion to approve the administrative rule and direct the Commissioner to file the rule with the Secretary of State and approve the completed application for Missouri’s participation in the SARA as tentatively approved by the Midwest Higher Education Compact SARA Steering Committee. Betty Sims seconded the motion. Motion passed unanimously.

Requested Performance Funding Model Changes

Leroy Wade read the following recommended action: **“A final recommendation regarding proposed changes to the institutionally selected measure for community colleges will be provided to the CBHE at or before the meeting.**

It is recommended that the Coordinating Board approve Lincoln University, Missouri Southern State University, Missouri Western State University, Northwest Missouri State University, and State Technical College of Missouri’s changes to their peer groups.

It is recommended that the Coordinating Board approve Lincoln University, Missouri Southern State University, Truman State University, and University of Missouri System's changes to institution-specific measures."

Betty Sims motioned to approve the listed institutions changes to their peer groups and those listed for changes to institution-specific measures. Lowell Kruse seconded the motion. Motion passed unanimously.

Recommendations of the CBHE Performance Funding Task Force

Mr. Leroy Wade read the description and background on the Performance Funding Task Force.

Dr. Jon Bauer, President, East Central College, said the sixth measure is familiar and comfortable to community colleges. Community colleges have been measuring this for years. "We thought we were in a good position to demonstrate how we performed in preparing students for work. We are surprised the proposed measure met with some resistance. We feel the measure we proposed is not only acceptable, but it is a good and appropriate measure for the intended purpose."

The purpose is pretty clear, to measure student job placement in a field or position associated with the student's degree level or in pursuit of a degree. It is a jobs measure.

The purpose is to accurately reflect the number of students who graduate from colleges and universities and find jobs that are consistent in their earnings and consistent with the expense paid by both the student and the state to make that degree possible. Is there a meaningful job associated with the degree level?

To make sure students are guided to career fields with opportunities for them. To make sure degrees have tangible values.

For the 180-day report, six months after graduating we contact those students to find out if they are working and if the job is in a field related to the graduate's degree. If not working, have they decided to continue their education in a related field or other?

That is the measure we forwarded to the department.

The concerns that have been expressed are that staff and others believe the 180-day report is not a valid measure because it does not capture job placement for all of our graduates. It does not survey our transfer graduates, associate of arts and associate of science primarily. It excludes about half of our graduates.

The staff recommendation asserts the 180-day survey does not include those who do not transfer. Movement in the 4-year sectors simply moving from sophomore level to junior level is not measured in the same way; but for the 2-year sectors, it is equivalent to job placement. We are asked to measure students that are in transfer programs that are not intended to be for job placement. They are to prepare students for transfer.

We think it is important that the measures be looked at, not individually, but in their totality. This would now be six measures. The six measures cover completion and transfer.

We get somewhere around 67 – 99 percent response rate on our surveys. This is already included in national data, and we can compare ourselves nationally.

We ask that the measure be approved.

Dr. Neil Nuttall, President, North Central Missouri College, shared that he came from a K-12 background and community colleges begin working with students while still in high school.

The CTE programs defined in the Perkins program has areas called Participants and Concentrators, specifically defined for us by the United States Department of Education. Each course is designed by zip code.

It is about the process and pathway taken by a student. If our measure cannot stand by itself, it does not do a lot of good to be compared to the measure being recommended by staff. You should hold both standards to the same level of scrutiny.

Does it have a national benchmark? Does it have a definition of what a job is? Do you find that in both measures?

When you look at the numbers, I think they misrepresent North Central Missouri College. Last year we had 432 students receive degrees or certificates. Out of the 432 students, 128 graduated with an AA and 68 percent of those students went to a public university. That has to be reported by the universities. It is not reported by us. That is just public universities. We have about 10 percent of those students not counted that graduated from our teaching school (Graceland) that is private. Private universities are not required to report.

All of our measures are to give a national benchmark, state benchmark, down to university benchmarks.

Dr. Hal Higdon, Chancellor, Ozark Technical Community College, stated the sixth measure is a good measure, but it is plowing new ground.

We have associate degrees in this state not taught at community colleges. I assume they are going to do reporting in this too.

We have a double standard here. Universities are being recommended to go with a pilot and adjust next year, and the community colleges are just told no.

I think we have the right measure. It is core to our mission. I feel very strongly that this position be accepted because it is the best measure for job placement.

Mr. Clif Smart, President, Missouri State University, expressed that Missouri is the only state doing this. We are trying to figure out how we are going to do a survey. What should this survey look like and how we are going to make people fill it out after they leave us?

On our measure, it is realistic to get 40, 50, 60 or 70 percent? This will be the critical question that you will be working on.

As you evaluate the community college standard that is proposed, the question for the board is, “Does the measure have integrity?” If you think it has integrity, I would encourage you to approve it. If you cannot defend it, then you should not approve it.

As you make the analysis, you need to factor in how difficult it would be for anyone to get 100 or 90 percent response rate when kids are leaving. I do not think the legislature understood that difficulty, but it is going to be there. In one year from now I encourage you to ask, “Have we done as well as we can to get a measure that has integrity?”

Dr. Hal Higdon stated he has two people who do nothing but the 180-day follow-up. That is why we have a response rate of 91 percent. We follow them on social media and call them, on average, three times. Then we have to get them to complete the survey. It is very difficult. I cannot imagine what it is going to take at the University of Missouri in staff to do this measure.

The cost of this is going to be quite extraordinary. It would almost be cheaper to fire my staff than to keep up with the measure for reporting purposes. I would spend \$150,000 to get \$100,000 in performance funding.

The state is in danger of not being relevant about performance funding for all colleges and universities.

We must understand how hard this task is.

Dr. Hasan Naima, Interim President, Metropolitan Community College – Business and Technology, stated that the board is making this harder by combining 2-year and 4-year in the same field. We should be looking at measures that fit our institutions and what we are about.

We measure our transfers in one bucket. We measure our career and technical folks in another bucket. There were never expectations that AA degree holders were prepared for the job market. They were prepared for transfer. We do not have independent authority over the AA degree.

I encourage you to think separately in terms of 2-year and 4-year institutions. Then determine what the best outcome for each entity is.

Dr. Ray Cummiskey, President, Jefferson College, shared that one thing heard in the legislature is it is probably not going to work for 4-year universities because it is not the same or appropriate measure. This discussion of concern about community colleges and 4-year universities was there from the start.

We need this audit of data. There is a lot of integrity in our submission for the job placement. It is a Perkins-based model. It is audited. You cannot say that about a lot of the things used in our performance measures. This is checked and verified. We cannot say that about every measure.

We already have the ability to look at measures differently based on the type of institution. If you look at performance measure 5, we have had a lot of debate about it and came to realize one financial model

does not work for everybody. Having multiple measures that reflect more the mission and the ability of the institution is already out there.

All the measures together, particularly in community colleges, we have not missed any students. All the measures have the opportunity to measure what our whole student body is doing. That means no matter what the student's purpose is, we have a chance of capturing what they are doing whether it is training for transfer, to get a job or something else along the way.

To make this measure work, you have to look at points of transition. Universities do not have that comparable model, and I don't know that it would be fair to ask them to measure that.

We are trying to give you data that demonstrates the value we are adding to the state of Missouri.

Dr. Joanna Anderson, President, State Fair Community College shared that this measure predates her 28 years in community colleges.

We use this data at our college to improve programs. Each of our program directors looks at our 180-day data to see if their graduates are getting jobs. If so, are they being placed in related fields? Are they continuing their education?

We are examining this data to make program improvements that are responsive to our communities and to the businesses and industries that we serve and where our students get jobs.

We all have advisory committees that work with our career and technical programs and they look at this data to see what is happening with our graduates. If they are going on to school, we need to be working with our 4-year partners to make sure the transition is smooth as well.

Mr. Gary Noland, President, State Fair Community College Board of Trustees said in 1973 he got acquainted with follow-up. This is a time consuming process. Historically, we have always counted the academic transfers going on to college as a placement because you cannot say a general associate of arts degree goes on to become a teacher or any other profession.

The universities are going to have a tremendous challenge to develop the placement rate. The community college has satisfied placement when we graduate the AA and the AAS then it is the universities that prepare and mold them for whatever it is they are going to.

You will not find a better system than the 180-day follow-up when it comes to vocational training.

Dr. John Jasinski stated that no one is saying Perkins should be thrown out.

Dr. Steve Kurtz, President, Mineral Area College, stated there are two ways to hit KPI. Either you improve from the year before or have some type of sustained measurement, sustained excellence. It would be very frustrating to have a very strong score yet drop a percentage point and not be able to hit that KPI. I encourage the board to adopt the 180-day as the sixth measure.

Dr. Hasan Naima said we need to ultimately go back to legislative intent. The statute did not say anything about community colleges. This is to encourage 4-year universities to measure job placement and look for graduate studies.

Dr. Neil Nuttall stated Senator Lager is concerned with the 40 percent of students that we cannot track. It is difficult to have the measure dissected by staff because it is a good measure.

Mr. Brian Fogle stated that we all want higher degree attainment. We are not funding at a level we need to. How do we increase funding? I feel data can help us do that. How can we better get more information on the group of students that do not fall under Perkins?

Dr. Jon Bauer stated in the six measures we encompass all of why we are doing what we do.

Dr. Neil Nuttall shared that 68 percent of his students move on to continue their education. We feel like we have a very strong system. You must look at all six measures in total.

Dr. Jon Bauer says there is no national benchmark to compare it to or to try to reach.

Dr. Hal Higdon states that community colleges are usually an afterthought when it comes to legislation. Original legislation allowed the 180-day follow-up. If this board accepts this recommendation today, it will be bait and switch.

Dr. David Russell suggests tabling this particular recommendation on this measure until December 2014.

Sen. Betty Sims requests Dr. Jon Bauer's comments are sent to the Coordinating Board members.

Mr. Clif Smart encouraged CBHE approve the first two recommendations and just leave this one for more discussion.

Brian Fogle suggested approving all recommendations except number seven. Betty Sims agreed. Lowell Kruse asked that we hear from 4-year universities on what is it we should do best for our state?

Dr. David Russell thinks it better to withhold recommendations seven and eight until December.

Leroy Wade read the amended recommendation: **“It is recommended that the Coordinating Board accept the report of the CBHE Performance Funding Task Force and commend the members of the task force for their efforts to strengthen and improve the Missouri Performance Funding Model.**

It is further recommended that the Coordinating Board approve Recommendations 1-6 and 9-10 in the attachment for incorporation into the Performance Funding Model.

It is further recommended that the Coordinating Board remand Recommendation 7 and 8 to MCCA and COPHE for further review and revision to address the concerns highlighted in this agenda item. An alternative proposal should be provided to MDHE so that it may be considered by the Coordinating Board at its December meeting.”

Brian Fogle motioned to approve the recommendations 1-6 and 9-10 and to table recommendations 7-8. Betty Sims seconded the motion. Motion passed unanimously.

Mr. Fogle made a motion to adjourn the meeting. Mr. Kruse seconded the motion. Motion passed.

DRAFT

**COORDINATING BOARD FOR HIGHER EDUCATION
MINUTES OF MEETING
September 4, 2014**

The Coordinating Board for Higher Education met on Thursday, September 4, 2014, at the Holiday Inn Executive Center, Columbia, MO. Chairman Wright called the meeting to order at 9:02 a.m. The presence of a quorum was established with the following in attendance:

	Present	Absent
Brian Fogle	X	
Doug Kennedy	X	
Lowell Kruse	X	
Carolyn Mahoney	X	
Betty Sims	X	
Dalton Wright	X	

CONSENT AGENDA

Items on the consent agenda included the Minutes of the June 4, 2014, CBHE Meeting in Jefferson City, Mo and the Distribution of Community College Funds. **Brian Fogle made a motion to approve the consent agenda in its entirety. Betty Sims seconded the motion. Motion passed unanimously.**

REPORT OF THE COMMISSIONER

Dr. Russell informed the board of the Missouri Completion Academy: The Sequel being held at the Hilton Garden Inn, Columbia, MO on September 11. MDHE is calling back all teams from last year and discussing building and implementing a plan to increase college completion. Teams include: East Central College, Harris-Stowe State University, Jefferson College, Lincoln University, Metropolitan Community College, Moberly Area Community College, Northwest Missouri State University, Southeast Missouri State University and St. Louis Community College.

The Missouri Mathematics Summit will begin with a welcome reception the evening of September 11. Some of the Completion Academy participants will stay over for the summit on September 12.

Dr. Russell reported that Missouri has been selected for a new math initiative sponsored by Complete College America. The “Building Math Pathways into Programs of Study” project will provide an opportunity for us to work with other states selected for the project to increase the percent of students passing gateway math courses.

Dr. Russell stated that the Coordinating Board for Higher Education has decided to embark on a strategic planning process leading to adoption of a Coordinated Plan for Missouri Higher Education.

CBHE will conduct a series of public hearings during the next year to solicit observations and ideas from Missouri’s citizens. Some of these hearings will be held in the community, others on college campuses.

The board has decided to travel throughout every region of the state. Meeting locations will be selected to achieve a balance of urban and rural areas; large and small communities; community colleges and universities; single colleges and multi-campus system; and institutions that represent public and independent, open enrollment, research and regional institutions.

Jon Bauer, President of East Central College, asked how this ties to the Missouri Review. Dr. Russell answered that we will engage in mission review as part of this process. We hope to ask the board to approve the coordinated plan in December 2015.

Robert Vartabedian, President of Missouri Western State University; Clif Smart, President of Missouri State University and John Jasinski, President of Northwest Missouri State University, said the coordinated planning process this is a good thing for higher education.

Don Claycomb, President of State Technical College of Missouri, stated that nothing should be left out of the coordinated plan.

Chairman Wright stated that this will be very transparent and very public. "We will be listening. We want public involvement. The CBHE will be very engaged along with the commissioner and staff at these meetings to make this process everything it needs to be."

Dr. Russell affirmed that MDHE will invite institutions to testify during these public hearings.

John Jasinski said we need education programs to grow and succeed and that the state must continue to fund K-12 and higher education.

PRESIDENTIAL ADVISORY COMMITTEE

Troy Paino chaired the Presidential Advisory Committee report.

Presidential Advisory Committee Nomination and Election of Officers

Troy Paino stated that Don Claycomb, President of State Technical College of Missouri, has been approved by the Presidential Advisory Committee as its next Chair. [Subsequent to this meeting, Clif Smart was identified to be vice chair.]

Performance Funding Task Force

Leroy Wade stated the Performance Funding Task Force will review and recommend changes to the performance model on a 3-year schedule for CBHE approval.

MDHE staff has requested that any institution that wishes to make revisions to its current measures or peer grouping submit a request to the department by September 15. In addition, the task force has scheduled meetings in both September and October to develop final recommendations on each of the issues mentioned above. The current plan is to schedule a special CBHE meeting in late October, at which time the board will take final action on revisions to the performance funding model.

Ken Dobbins, President of Southeast Missouri State University, stated that this is a high stakes game, either you make it or you don't. If you don't, you cannot get that money back. If you miss it by little you still get zero. His concerns follow:

- When initiatives are striving to achieve a performance goal based on a 3-year average, those numbers affect each institution for three years, not just one year. The taskforce may need to look at it from year to year with year to year improvement in each measure.
- Retention rates are first time high school graduates. Maybe the plan should base new funding awards on a percentage scale. If the institution misses its goal by one or two it gets 75% of the funding for that measure and so on.
- Licensures – should be pulled out for next three years because we are unsure of what DESE is doing with Educator Preparation.
- Health care – not counted as a STEM course. Should it be?
- Consider the time that line data is given and have procedures for errors in data.
- Employment outcomes – problematic to base new funding on a survey with marginal response rate.

Hal Higdon, Chancellor of Ozarks Technical Community College, stated that healthcare is STEM with Missouri Department of Labor and Industrial Relations. He continued that DESE does not recognize Agriculture Associate Degrees in certain zip codes. He believes with the measures the way they are that one student can cause a huge loss in a small cell size and there is no audit for data.

Mark Wrighton, Chancellor of Washington University, said to make sure the expectations are known during the trial.

John Jasinski stated that getting surveys filled out is challenging. What percentage of our students filling out the survey should be taken into account to have verifiable results?

SARA – State Authorization Reciprocity Agreement Update

According to Leroy Wade, there are nine states currently approved to participate in SARA. Our regulations closely mirror the national regulations. The department plans to have draft regulations for CBHE approval at a special meeting in October 2014, followed by approval of Missouri to participate in the national SARA program by year's end.

BUDGET AND FINANCIAL AID COMMITTEE

Mr. Fogle chaired the Budget and Financial Aid Committee report.

FY16 Recommendations for Public Institutions' Base Operating Appropriations

Betty Sims made a motion to approve the FY16 request for Higher Education Initiatives and the core institutional appropriation \$13,325,000 and a core institutional appropriation request totaling \$911,819,114 for submission to the Governor and General Assembly. Doug Kennedy seconded the motion. Motion passed unanimously.

FY16 Capital Improvements Recommendations

Brian Fogle made a motion to approve the FY16 Capital Improvement Priorities and Statewide Issues lists. Betty Sims seconded the motion. Motion passed unanimously.

FY16 Higher Education Capital Fund Recommendations

Betty Sims made a motion to approve the applications from Missouri State University, Lincoln University, and North Central Missouri College for matching funds from the Higher Education

Capital Fund, totaling \$7,703,890, for submission to the Governor and General Assembly. Doug Kennedy seconded the motion. Motion passed unanimously.

FY16 Recommendations for MDHE Operating and Student Financial Assistance Appropriations

Betty Sims made a motion to approve the FY16 MDHE internal budget and student financial assistance appropriation request, as presented, for submission to the Governor and General Assembly. Brian Fogle seconded the motion. Motion passed unanimously.

Alternative Operating Budget Recommendations

Betty Sims made a motion to direct the Commissioner of Higher Education to transmit the additional alternative budget request to the Governor and the General Assembly for the purpose of providing information on the minimal investments necessary to allow Missouri's system of higher education to maintain affordable quality and opportunity for students. Doug Kennedy seconded the motion. Motion passed unanimously.

DACA – Revision of A+ Administrative Rule

Betty Sims made a motion to direct the Commissioner of Higher Education to take all actions necessary to ensure the attached proposed amendment becomes effective as part of the A+ administrative rule as soon as possible. Brian Fogle seconded the motion. Motion passed unanimously.

Certification for Participation in Missouri Student Financial Assistance Programs

Betty Sims made a motion to approve American Business & Technology University to participate in the Advantage Missouri program. Brian Fogle seconded the motion. Motion passed unanimously.

Student Loan Program Update

Information was noted with no further discussion.

State Student Aid Status Report

Information was noted with no further discussion.

ACADEMIC AFFAIRS AND WORKFORCE NEEDS COMMITTEE

Betty Sims chaired the Academic Affairs and Workforce Needs Committee report.

Rusty Monhollon announced that September 16 will be the official launch of the Missouri Reverse Transfer initiative. Representative Mike Thomson will be in attendance. We will recognize the work of our steering committees, as well as the institutions involved.

Academic Program Actions

Brian Fogle made a motion to approve new off-site locations and address changes in this item, and the program changes and new program proposals listed in the attachment. Betty Sims seconded the motion. Motion passed unanimously.

Off-Campus Delivery of Academic Programs Update

Betty Sims made a motion to endorse the addition of the attached “Off-campus Delivery of Academic Programs Update” to the official inventory of CBHE-approved off-campus sites. Doug Kennedy seconded the motion. Motion passed unanimously.

Proprietary School Certification Actions and Reviews

Information was noted with no further discussion.

Higher Education Subcommittee of the Homeland Security Advisory Council Update

Information was noted with no further discussion.

Best Practices in Remedial Education Update

Information was noted with no further discussion.

AUDIT COMMITTEE

Betty Sims chaired the Audit Committee report.

USDE Audit Closure Letter

Betty Sims stated that The U.S. Department of Education received the Missouri State Auditor General's audit of the Missouri Department of Higher Education. The audit period covered July 1, 2012 through June 30, 2013. Federal Student Aid, an office of the U.S. Department of Education, determined that the audit is acceptable and closed.

Betty Sims 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
December 10, 2014

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 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 September and October 2014 is summarized below.

State Aid (excluding M&R) – GR portion	\$19,146,956
State Aid – Lottery portion	1,695,880
Performance Funding – GR portion	718,460
Performance Funding – Lottery portion	0
Maintenance and Repair	<u>373,334</u>
TOTAL	\$21,934,630

The total distribution of state higher education funds to community colleges during the period July 2014 through October 2014 is \$42,784,036.

STATUTORY REFERENCE

Section 163.191, RSMo

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT(S)

None

Coordinating Board for Higher Education
December 10, 2014

AGENDA ITEM SUMMARY

AGENDA ITEM

Proposed 2016 Meeting Dates
Coordinating Board for Higher Education
December 10, 2014

CBHE 2016 Meeting Dates

February 3-4, 2016

April 13-14, 2016

June 8-9, 2016

July 26, 2016 (tentative)
Governing Board Forum

July 27-28, 2016
(Retreat)

September 7-8, 2016

December 14-15, 2016

RECOMMENDED ACTION

It is recommended that the Coordinating Board approve the proposed 2016 meeting dates.

ATTACHMENT(S)

2016 Calendar

Calendar 2016

January

Su	Mo	Tu	We	Th	Fr	Sa
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

February

Su	Mo	Tu	We	Th	Fr	Sa
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	1	2	3	4	5

March

Su	Mo	Tu	We	Th	Fr	Sa
28	29	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

April

Su	Mo	Tu	We	Th	Fr	Sa
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

June

Su	Mo	Tu	We	Th	Fr	Sa
29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	1	2

July

Su	Mo	Tu	We	Th	Fr	Sa
26	27	28	29	30	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

August

Su	Mo	Tu	We	Th	Fr	Sa
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

September

Su	Mo	Tu	We	Th	Fr	Sa
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

October

Su	Mo	Tu	We	Th	Fr	Sa
25	26	27	28	29	30	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

November

Su	Mo	Tu	We	Th	Fr	Sa
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3

December

Su	Mo	Tu	We	Th	Fr	Sa
27	28	29	30	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AGENDA ITEM SUMMARY

AGENDA ITEM

UMKC Energy Loan Program Application
Coordinating Board for Higher Education
December 10, 2014

DESCRIPTION

The Division of Energy with Missouri Department of Economic Development provides loans to schools for energy efficiency improvements. This loan financing may be used for various energy-saving investments, including projects such as upgrading insulation, lighting systems, heating and cooling systems, windows and other items that expend energy.

The Missouri Division of Energy is currently reviewing the energy loan application for the University of Missouri – Kansas City. UMKC's request is for \$1,806,657 to be paid off, with interest, over seven-and-a-half years. The costs go toward several different projects: (1) installing film on the windows of the Administration Building, School of Education and Grant Hall and (2) optimizing the chilled and heated water systems, installing pressure independent valves at all air handlers and (3) upgrading DDC control with occupancy control for lighting and HVAC at the Dental School.

The CBHE is required to review all proposed public higher education facility projects for loans or financial assistance and certify that the projects are consistent with related state programs for education facilities.

STATUTORY REFERENCE

Section 640.653, RSMo., Application for loan funds or other financial assistance

RECOMMENDED ACTION

It is recommended that the Coordinating Board certify and approve the UMKC application for the Energy Loan Program.

ATTACHMENT(S)

Completed Application



MISSOURI DEPARTMENT OF ECONOMIC DEVELOPMENT
 DIVISION OF ENERGY - ENERGY LOAN PROGRAM
APPLICATION AUTHORIZATION FORM

1. SECTOR <input type="checkbox"/> School K-12 <input type="checkbox"/> Local Government <input checked="" type="checkbox"/> Higher Education <input type="checkbox"/> Other, please specify: _____			
2. HOW DID YOU FIND US? (CHECK ALL THAT APPLY) <input type="checkbox"/> Website <input type="checkbox"/> Meeting/Event <input type="checkbox"/> Direct Mail <input checked="" type="checkbox"/> Colleague <input type="checkbox"/> Other, please specify: _____			
3. ORGANIZATION NAME University of Missouri-Kansas City			4. Federal Tax ID (EIN) Number: 43-6003859
5. NUMBER OF PEOPLE (students, staff, patients, customers, general public) THAT WOULD BENEFIT FROM THE IMPLEMENTATION OF THIS ENERGY PROJECT 2000		6. MAILING ADDRESS 1011 E. 51st. Street	
7. COUNTY Jackson		8. CITY Kansas City	9. ZIP + 4 64110
10. CONTACT NAME Mike Norris		11. TITLE Energy Resource Coordinator	12. PHONE NUMBER 816-235-2728
13. FAX NUMBER 816-235-1355		14. E-MAIL ADDRESS norrisim@umkc.edu	
15. TOTAL PROPOSED PROJECT COST \$1,806,657		16. TOTAL LOAN AMOUNT REQUESTED \$1,806,657	
17. PROJECT TYPE <input checked="" type="checkbox"/> Building <input type="checkbox"/> System, specify: _____		18. ESTIMATED START DATE March, 2015	
19. ESTIMATED PROJECT COMPLETION DATE June, 2015		20. PROJECT LOCATION (ATTACH LIST OR MAP FOR MULTIPLE LOCATIONS) Dental School, 650 East 25th Street	
21. ESTIMATED ANNUAL ENERGY COST SAVINGS \$290,928		BUILDING SPECIFIC INFORMATION: FOR MULTIPLE BUILDINGS, USE ADDITIONAL PAGES - INCLUDE INFORMATION FOR ITEMS 22 - 36	
22. TOTAL BUILDING AREA IN SQUARE FEET 243,575		23. TOTAL AFFECTED BUILDING AREA IN SQUARE FEET 243,575	
24. APPROXIMATE NO. OF BUILDING OCCUPANTS 500		25. YEAR OF CONSTRUCTION 1967	
FOR ORIGINAL BUILDING		26. HEATED AREA IN SQUARE FEET 243,575	
27. COOLED AREA IN SQUARE FEET 243,575		28. YEAR OF CONSTRUCTION	
FOR ADDITION #1		29. HEATED AREA IN SQUARE FEET	
30. COOLED AREA IN SQUARE FEET		31. YEAR OF CONSTRUCTION	
FOR ADDITION #2		32. HEATED AREA IN SQUARE FEET	
33. COOLED AREA IN SQUARE FEET		34. YEAR OF CONSTRUCTION	
FOR ADDITION #3		35. HEATED AREA IN SQUARE FEET	
36. COOLED AREA IN SQUARE FEET		37. NAME, TITLE, COMPANY, AND PHONE NUMBER OF ENERGY ANALYST OR OTHERS WHO PREPARED ENERGY SAVINGS CALCULATIONS Mike Norris CEM, Energy Resource Coordinator, UMKC, 816-235-2728	
38. BUSINESS TYPE NAMED IN 37 ABOVE <input checked="" type="checkbox"/> Applicant <input type="checkbox"/> Engineering <input type="checkbox"/> ESCO <input type="checkbox"/> Other, please specify: _____			
APPROPRIATE DISTRICT NUMBERS BASED ON THE APPLICANT'S LOCATION		39. U.S. CONGRESSIONAL DISTRICT 5th	40. MO SENATORIAL DISTRICT 9
		41. MO LEGISLATIVE DISTRICT 24 and 26	
The governing board or body has reviewed the ECM Summary and agrees that the building or system information is correct and the project and associated energy conservation measures have been correctly described. Any scanned or photocopied version of the signed original Application Authorization Form shall be considered original, and the governing board or body hereby waives any applicable objection on this basis. The governing board or body authorizes the contact person, named above, to provide any additional information relevant to the review and/or approval of this application.			
The building, facility or system is owned and operated by the applicant. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
Is the completion of this project contingent on DED/DE Energy Loan Program financing? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
By signing this form, you have agreed to and understand the "Requirements" specified on the instruction page.			
PRINT NAME AND TITLE OF AUTHORIZED OFFICIAL Robert A. Simmons, Associate Vice Chancellor		SIGNATURE OF AUTHORIZED OFFICIAL	
		DATE	

AUTHORIZATION FORM INSTRUCTIONS

We recommend that loan applicants contact a Division of Energy loan manager before completing an application. A loan manager can be reached at 1-855-522-2796.

Below are instructions for selected Application Authorization Form fields.

6-9. Enter the information for the organization's administrative office location.

10-14. Enter the contact person's information. The contact person is the individual who can answer the majority of the questions related to this application.

15. Enter the total project cost for all energy conservation measures. This can include reasonable fees for design and commissioning.

17. Select the project type. If selecting "System," give a short description, such as motors or traffic signals.

18-19. Enter the planned start and completion dates of construction activities.

20. Some projects may include several building and/or system locations. Enter the total number of buildings or locations that will be directly affected by the proposed project. If a list or map is needed, enter "see attached."

21. Enter the estimated annual energy cost savings calculated on the Energy Conservation Measure (ECM) Summary.

22. Enter the total area of the building that is served by the utility meters on the Fuel Use Summary.

23. Enter the area of the building that will be affected by energy conservation measures.

37. Enter the contact information for those who provided the technical documentation.

38. Select the business type of the energy analyst identified in 37. If selecting "Other," please describe.

39-41. Enter the appropriate district numbers based on the applicant's location.

An authorized official must sign and date the application. An authorized official is an individual with authority to obligate an eligible entity by signature to a loan agreement and promissory note to repay the loan. Please understand that this is an application only, and it does not obligate your organization to accept a loan, if approved by the Division of Energy.

U.S. Mail Submission: Print Application Authorization Form, Fuel Usage Summary form, ECM worksheets and ECM summary page. Sign the Application Authorization Form and mail the original application and all supporting documents to the address below.

Electronic Submission: Print, sign, and scan the Application Authorization Form. Email the scanned Application Authorization Form with the electronic application to the address below.

Missouri Department of Economic Development
Division of Energy
Attn: Loan Program Clerk
P.O. Box 1766
301 W. High, Ste. 720
Jefferson City, MO 65102
Email: energy@ded.mo.gov

AGENDA ITEM SUMMARY

AGENDA ITEM

2015 Legislative Preview
Coordinating Board for Higher Education
December 10, 2014

DESCRIPTION

The intent of this item is to provide basic background information on the upcoming legislative session.

Legislation

Higher education continues to be a topic of considerable interest to legislative leaders and the Governor. We anticipate the introduction of legislation in several areas that impact the department and the state's colleges and universities.

State Student Aid Programs

During the 2014 legislative session, legislation was considered that would have required the Joint Committee on Education to conduct a study of our major aid programs (Access Missouri, Bright Flight or A+). Although the legislation did not pass, the committee chair has indicated he plans to pursue the study as part of the committee's agenda over the next several months. The review is expected to cover a range of topics including the usage of the programs, their impact on access, persistence and completion, and potential changes to better focus the programs to assist the target category of students and achieve state goals.

In addition, several legislative proposals were introduced last session that would direct some financial assistance to students that enroll in and complete dual credit coursework while in high school. We fully expect similar proposals to resurface this year. While MDHE agrees financial assistance for these students would help encourage students to participate in these early college activities, funding should not be dependent on or divert funding from existing programs. Although the board has not taken a formal position on these proposals, MDHE has been supportive of the intent, although not necessarily of the specific provisions.

Undocumented Student Status

Both with regard to institutional tuition setting policies and MDHE's implementation of eligibility criteria for student aid programs, the status of students that are undocumented will likely continue to be a topic of vigorous discussion. Several pieces of legislation were introduced in the 2014 session that would deal with the subject of whether these individuals should be eligible for in-state tuition if they otherwise meet state residency requirements.

In addition, the eligibility of students that have Deferred Action for Childhood Arrival status for both A+ eligibility and in-state/in-district tuition will likely receive attention. This group of students is somewhat different than those that are undocumented since they do receive formal

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December 10, 2014

documentation from the U.S. Department of Homeland Security regarding their status in the country. Although MDHE is proceeding with the administrative rule change to address the eligibility of these students, several legislators have indicated they plan to introduce legislation to clarify their intent with regard to these individuals.

Statewide Bonding and Capital Improvements

During the 2014 session, the General Assembly passed and the Governor signed legislation that increases the cap on the higher education bonding authority under the Board of Public Buildings Bond Proceeds Fund. Although appropriations were passed for projects proposed for these funds, those appropriations were vetoed by the Governor. With recent action by the BPB to issue bonds allowed by this change, it is likely there will be action to address capital repair and renovation needs within higher education. Current discussions indicate some projects may be included in a supplemental FY 2015 appropriation, in order to speed the initiation of the projects, as well as through the regular FY 2016 capital improvements bill.

FY 2015 Higher Education Budget

Although it appears the state's budget situation is improving, there are some indicators that financial challenges remain for the state. While current revenues are on target with the projections used to develop the FY 2015 budget, the state ended the FY 14 budget year with a well below average cash balance. The state budget director has indicated that much stronger growth will be needed if the state revenue is to meet needed levels. Additional unknowns are created by the likely continued interest in tax relief and reform in the General Assembly. While this picture is not all positive, we remain optimistic about support for the \$6 million increase for the A+ program included in the Board's "alternative budget" proposal. In addition, we also would expect at least some support for the recommendation for a 5 percent increase for public colleges and universities, which would be allocated through the performance funding process.

STATUTORY REFERENCE

N/A

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Resolution for the development of a new coordinated plan for higher education
Coordinating Board for Higher Education
December 10, 2014

DESCRIPTION

The Coordinating Board for Higher Education is charged with creating and implementing a coordinated plan for the state's higher education system. The last plan was adopted in 2008.

To address the state's higher education needs, the department will spend the next year developing a new coordinated plan: *Preparing Missourians for Success: A Blueprint for Higher Education*. The Missouri Department of Higher Education will appoint a steering committee of leaders in commerce and industry, education and government to assist with the development of the plan. Nine public hearings are planned at locations throughout the state.

MDHE will focus on four areas as it develops a new coordinated plan:

- **Accessibility:** Improve college readiness and making higher education opportunities available to all students across the state.
- **Affordability:** Keep the cost of higher education within reach for Missouri families.
- **Quality:** Ensure that students acquire the knowledge and skills they need for a rapidly changing world and workplace and that higher education institutions have the resources necessary to provide quality educational opportunities.
- **Completion:** Help students to stay the course to finish a certificate or degree program.

The final plan will be presented to the CBHE for approval in December 2015.

Background

Higher education is quickly evolving in Missouri as the state's colleges and universities prepare students for the future. By 2016, nearly 60 percent of all jobs in the state will require some form of higher education.

Knowledgeable and skilled citizens are key to a strong economy. Individuals with a postsecondary degree earn higher incomes and experience lower unemployment rates. They make healthier lifestyle choices and live longer lives. They are more likely to vote and volunteer in their communities.

Missouri has set a goal to increase the percentage of working-age adults with a two- or four-year degree or professional certificate to 60 percent by the year 2025. Currently about 46 percent of Missourians have a college degree or certificate.

Coordinating Board for Higher Education
December 10, 2014

Clearly, the time is right to engage Missourians in a dialogue about the future of our state, its people and its communities, and to develop a blueprint to guide future priorities and goals in terms of post secondary education.

Next Steps

The information-gathering phase for the development of a new coordinated plan will begin immediately. The first public hearings are scheduled for December 11 in O'Fallon and St. Louis. Public hearings are also being planned in Jefferson City, Columbia, Kirksville, St. Joseph, Kansas City, Springfield and Cape Girardeau. Public testimony also can be submitted in writing on the MDHE website.

Conclusion

A new coordinated plan for higher education will help guide the work of the CBHE and MDHE in the years ahead to support an effective and efficient higher education system and expand postsecondary education opportunities to more Missouri citizens.

STATUTORY REFERENCE

173.030(7), RSMo

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education adopt the resolution supporting the development of a new coordinated plan for higher education in Missouri.

ATTACHMENT

Resolution for the Development of a New Coordinated Plan

Preparing Missourians to Succeed:

Blueprint for Higher Education

Resolution

Resolution for the Development of a New Coordinated Plan for Higher Education in Missouri

Whereas, the Missouri Coordinating Board for Higher Education:

- Values the mission of Missouri colleges and universities to prepare students for the jobs of the future and provide the state with a skilled, knowledgeable and innovative workforce;
- Appreciates the positive impact of higher education on the financial security, health and well-being, and civic and community involvement of Missouri citizens;
- Recognizes the need for more Missourians to earn a two- or four-year degree or professional certificate to sustain a strong and vibrant economy;
- Understands the importance of increasing access to higher education, especially for low-income and minority students and those who have traditionally been under-represented;
- Supports the availability of resources necessary for colleges and universities to provide quality higher education opportunities; and

Whereas, the board has a statutory responsibility to design a coordinated plan for Missouri's higher education system to foster efficiency and effectiveness;

The Missouri Coordinating Board for Higher Education hereby resolves that the Commissioner of Higher Education shall develop a new coordinated plan, *Preparing Missourians to Succeed: A Blueprint for Higher Education*, to be presented for the board's consideration and approval in December 2015,

and let it be further resolved that a steering committee composed of thought leaders in education, government and commerce and industry be appointed to assess the current state of higher education and develop recommendations for future action to strengthen Missouri's system of higher education.

AGENDA ITEM SUMMARY

AGENDA ITEM

FY16 Higher Education Capital Fund Recommendations

Coordinating Board for Higher Education

December 10, 2014

DESCRIPTION

The purpose of this agenda item is to outline the parameters set forth for the “Higher Education Capital Fund,” and to provide information regarding seven projects submitted by institutions requesting matching funds from this source.

Background

Senate Bill 563 (2012) established the “Higher Education Capital Fund.” This matching fund may be used by the General Assembly to appropriate money for capital projects at public colleges and universities. In order to be eligible to receive an appropriation through the matching fund, a public college or university must raise 50 percent of the cost of the capital project from private donations or grants. Institutions are prohibited from using operating budget funds, tuition, fees, bond revenues or state appropriations to produce their portion of the capital project's cost. The state is prohibited from using bonds to provide its portion of the capital project's cost, and the matching fund cannot be used for any athletic facilities, parking structures or student housing.

Process

As required by law, the Coordinating Board approved an “Application for Matching Funds from the Higher Education Capital Fund” during its February 2013 meeting. The purpose of the application is to enable a public college or university to demonstrate that it has obtained 50 percent of the project's cost through private grants and donations.

A second requirement of the law is to establish procedures for public colleges or universities to follow to receive matching funds. Since the law also requires that any project funded through the matching fund have a specific line item appropriation, it was determined that it was not necessary to establish a new or unique procedure outside of the regular appropriations process for these projects. To have a project considered for funding through the Higher Education Capital Fund, an institution must submit the matching fund application materials in addition to the regular forms and information provided as a part of the capital appropriations request process. Projects that are determined by the commissioner to meet the eligibility requirements for the matching fund are then noted as such on the request put forward by the Coordinating Board.

The Coordinating Board has previously approved 11 projects as meeting the statutory criteria for funding through the Higher Education Capital Fund. Eight of those projects were approved during the last budget cycle but appropriations for the projects were either vetoed or withheld by the Governor. The remaining three projects were approved at the September CBHE meeting. Attached is a listing of these projects.

Coordinating Board for Higher Education

December 10, 2014

Staff Recommendations

Since the September CBHE meeting, the department has received seven additional applications demonstrating the commitment of private donations and/or grants and requesting a matching appropriation from the Higher Education Capital Fund. MDHE staff has received documented assurances from each institution that the 50 percent match has been met in accordance with provisions set forth in Section 173.480.3, RSMo for the following projects:

- Three Rivers College: General Purpose Building (Classrooms, Laboratories, Library, etc.) on Eastern Campus at Sikeston. The total project cost is \$11,648,968, with a request for state funding of \$5,666,046. New Construction
- Southeast Missouri State University: Grauel Building. Total project cost is \$2,986,000, with a request for state funding of \$1,493,000. Renovation
- Southeast Missouri State University: Agriculture Classroom Charles L. Hutson Greenhouses. Total project cost is \$500,000, with a request for state funding of \$250,000. New Construction
- Southeast Missouri State University: Barton Agriculture Research Center Classroom. Total project cost is \$500,000, with a request for state funding of \$250,000. New Construction
- Missouri Southern State University: Renovation of Reynold's Hall Science Labs. Total project cost is \$3,000,000, with a request for state funding of \$1,500,000. Renovation
- University of Missouri – St. Louis: Renovation of STEM Laboratory. Total project cost is \$1,500,000, with a request for state funding of \$750,000. Renovation
- University of Missouri – Columbia: Center for Regenerative Orthopaedics. Total project cost is \$6,000,000, with a request for state funding of \$3,000,000. New Construction

STATUTORY REFERENCE

Chapter 173.480, RSMo., Department of Higher Education, Higher Education Capital Fund

RECOMMENDED ACTION

It is recommended that the Coordinating Board approve the applications from Three Rivers College, Southeast Missouri State University, Missouri Southern State University, University of Missouri – St. Louis and University of Missouri - Columbia for matching funds from the Higher Education Capital Fund, totaling \$7,243,000, for submission to the Governor and General Assembly.

ATTACHMENT

None

Higher Education Capital Fund
Projects Previously Approved by CBHE
November 24, 2014

Year Approved	Institution	Project	Project Type	State Request	Non-state Match	Total
2013	University of Missouri – Kansas City	UMKC Free Enterprise Center	N	\$7,400,000	\$7,400,000	\$14,800,000
2013	University of Missouri – St. Louis	College of Business Administration Building – Phase	N	\$10,000,000	\$10,000,000	\$20,000,000
2013	University of Missouri – Columbia	Lafferre Hall Renovations	R	\$6,125,000	\$6,125,000	\$12,250,000
2013	University of Missouri – Columbia	Fine and Performing Arts Facilities	N	\$2,766,000	\$2,766,000	\$5,532,000
2013	University of Missouri – Columbia	Teaching Winery	N	\$1,500,000	\$1,500,000	\$3,000,000
2013	University of Missouri – Columbia	Applied Learning Center	N	\$11,147,000	\$11,147,000	\$22,294,000
2013	Missouri University of Science and Technology	Experimental Mine Building	N	\$1,200,000	\$1,200,000	\$2,400,000
2013	Missouri State University	Student Admissions and Success Center	N	\$2,250,000	\$2,250,000	\$4,500,000
2014	Missouri State University	Glass Hall	R	\$3,000,000	\$3,000,000	\$6,000,000
2014	Lincoln University	Student Wellness Center	N	\$3,303,890	\$3,303,890	\$6,607,780
2014	North Central Missouri College	Geyer Hall	R	\$1,400,000	\$1,400,000	\$2,800,000

Project Type: N=New Construction, R=Rennovation

AGENDA ITEM SUMMARY

AGENDA ITEM

Recommendations of the CBHE Performance Funding Task Force
Coordinating Board for Higher Education
December 10, 2014

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 board item is to finalize Coordinating Board action on changes to the Missouri Performance Funding Model.

Background

In order to implement the statutory requirements and to make necessary adjustments to the 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. Over several months, the task force reviewed and discussed questions and concerns regarding the existing five-measure model. In addition, it worked to develop plans for how the additional measure will be implemented.

At the November special meeting, the Coordinating Board approved eight of the ten recommendations forwarded by the task force. The remaining two items were the sector-specific proposals for the implementation of the sixth performance measure pertaining to job placement and graduate education. After much discussion about the scope of the proposed measures and the methodologies for reporting this data, the board asked both sector groups to review their proposals and submit additional information.

MCCA Response

Attached to this agenda item is the letter from the Missouri Community College Association providing updated information regarding the sector's approach for establishing a sixth performance measure for job placement/graduate education. The letter continues to recommend the use of the 180-Day Follow-Up Report, which includes data for graduates of their career, technical and health related programs, as the core data source for this measure. This approach provides a well established process for collecting and reporting this data and also allows national benchmark data to be used in establishing a "sustained excellence" threshold.

In response to the board's concerns about graduates of programs identified as transfer-focused (Associate of Arts and Associate of Science programs), MCCA has requested time to study this population of graduates to better understand the magnitude and nature of this issue and to develop a measure that would reflect institutional performance in this area.

In general, MDHE staff believes the proposed approach is appropriate, given the issues identified during the discussion with the board and subsequent meetings with MDHE staff. It is also consistent with the approach being proposed by the four-year institutions to delay full implementation of this measure until the scope and impact are better understood. The only concern with the proposal is the recommendation that the data about students that do not transfer be included as a measure of persistence. While that may be the final recommendation from the study, staff believes the Coordinating Board should defer any action on how to incorporate the data into the model until the final results of the study are available and have been reviewed.

COPHE Response

Also attached to this agenda item is the response from the Council on Public Higher Education to the Coordinating Board's request for additional information concerning their proposal to establish a sixth measure. COPHE institutions are proposing to conduct a survey of their graduates in order to collect the data necessary to establish this performance measure. The survey would be distributed to all completers of undergraduate programs and could be administered up to a year after graduation. The survey could be conducted multiple times at the discretion of the institution and could be incorporated into existing surveys already administered by the institution.

As to how these data would be incorporated into the performance funding model, it is envisioned there would be a minimum survey response rate an institution would need to achieve in order to be eligible for performance funding. If the institution did not reach that threshold, it would not be able to receive funding under this measure. Once the response rate threshold was met, the amount of funding received would depend on the performance reported through the survey results. Although "bands of success" are envisioned, at the basic level, the higher the percent of graduates considered "successful" under this measure, the higher level of funding the institution would receive. As a final note, the first year of the survey, administered to December 2014 and May 2015 graduates, would be used as a pilot, in order to fine tune the survey and establish reasonable thresholds for the response rate and performance bands.

The proposed process is very complex and continues to have several crucial unknowns at this time. The "bands of success" concept is different from other measures in the system, which use and "all or nothing" approach; however, the proposal appears reasonable and staff believes it is likely to result in a process that will provide a reasonably accurate reflection of institutional performance in this area. The additional flexibility is needed in order to both reflect the relatively dynamic nature of this measure and the lack of existing reliable data. Because the first year will not have funding involved and is designed as a pilot, there will be sufficient time to identify any substantial problems with the proposal and develop needed changes and refinements.

Conclusion

Missouri has a long history of support for performance funding. However, with any model of this type, it is crucial that periodic review and revision occur in order to maintain the relevance and responsiveness necessary for it to maintain support of education and political leadership. By

engaging in a collaborative and open process, 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

It is recommended that the Coordinating Board accept the additional information provided by MCCA and COPHE as responsive to their request at the November meeting.

It is further recommended that the Coordinating Board approve the MCCA proposal as a substitute for Recommendation 7 of the Performance Funding Task Force and the COPHE proposal as a substitute for Recommendation 8, with the understanding that the Coordinating Board will continue to review the process for the eventual reporting of these data.

ATTACHMENT(S)

Attachment A: November 13, 2014 Letter from MCCA to Commissioner Russell

Attachment B: November 13, 2014 Memorandum from COPHE to Commissioner Russell

November 13, 2014

Dr. David Russell
Commissioner
Missouri Department of Higher Education
205 Jefferson Street
Jefferson City, MO 65101

Dear Dr. Russell:

On behalf of Missouri's community colleges, I want to thank you for the opportunity to further discuss performance funding and the specific issues associated with our proposed sixth measure. In light of the discussion at the November 4 meeting of the Coordinating Board for Higher Education, and a subsequent meeting with you and Leroy Wade on November 6, we believe that the following proposal is a reasonable resolution that will serve Missouri and its students well.

As stated in our presentation, we believe that all performance measures are important and should be viewed in their totality. The legislature in SB 492 has directed institutions to develop, with the Department of Higher Education, a measure that will "measure student job placement in a field or position associated with the student's degree level and pursuit of a graduate degree." In response, we proposed the 180-Day Follow-Up Report as the appropriate measure for community colleges. DHE staff and CBHE members expressed concerns that this study does not assess students in transfer programs (i.e., students graduating from Associate of Arts and Associate of Science Degree programs) who do not transfer to baccalaureate institutions. You have referred to this matter as the "doughnut hole" and the CBHE remanded this issue to MCCA for further review and revision.

We understand the concerns about students who, for whatever reason, graduate with an A.A. or A.S. degree but do not matriculate to a four-year institution. Not only do we hear those concerns, but we also want to understand fully this segment of students and learn how we can better serve them. To the extent that the issue is significant, however, we believe it is best characterized as a persistence or retention matter that is more appropriately included in our first measure of "Student Success and Progress," specifically Performance Measure 1 (Measure 1) that currently includes three-year completion rates.

There are inherent difficulties in identifying students in the "doughnut hole" and subsequently following up with them. As mentioned in our meeting on November 6, one item that would greatly assist us is the ability to utilize the National Student Clearinghouse for these data. One item for consideration is a requirement that all institutions-public or private-whose

students utilize Access Missouri funds should be required to submit transfer data to the Clearinghouse. DHE's assistance in getting the required data will be of great benefit as we work on this issue.

Once the scope of the issue is identified, we propose developing, piloting, and refining an alternative measure that would assess the outcomes associated with these students. We approach this issue with several questions. How many do not transfer? How many go into the workforce? How do we benchmark our performance? How do we improve? We would then propose to develop an alternative measure if the number of students in the "doughnut hole" is significant. The existing Measure 1 would be retained, and institutions would then have a second option from which to choose. This is similar to options currently available to four-year institutions on certain measures.

Our approach is to determine the size of the "doughnut hole" and, if significant, develop a survey this fiscal year. We are already looking at data to estimate the size of the affected populations, and will remain engaged with DHE staff as the size of the population is determined. If necessary, we anticipate developing and piloting the survey next fiscal year. We will need to determine the appropriate interval between graduation and the survey. That decision may be driven by the data lag from the Clearinghouse. Since the Clearinghouse is anticipated to be the primary or exclusive data source, the availability of the data will determine the timing of the survey. The final phase would be to develop an alternative persistence measure that would include these students. That would also take place the second year, if appropriate (FY16), and would then be proposed to DHE staff as an alternative measure. A related question is which group of students should be surveyed. Measure 1 currently uses the IPEDS Fall Graduation Rate Survey Cohort, which only includes graduates who started in a specific term. If we are going to retain the current Measure 1, it may be best to survey members of the IPEDS Cohort. This issue will be evaluated concurrently with the development of any applicable survey. Finally, we will need to determine a method for sustained excellence, as we will not be able to compare this to data in the National Community College Benchmark Program.

Clearly we have a significant amount of work ahead. But we are prepared and committed to answer these questions.

Concurrent with our work on the "doughnut hole," we propose maintaining the 180-Day Follow-Up Report as the appropriate sixth measure for those students graduating from career and technical programs. As we discussed at the CBHE meeting, these students are in career preparation programs that are intended for immediate job placement. We continue to believe that this is the appropriate job placement measure for our institutions.

This proposal serves to (1) establish a "jobs measure" as expected by the General Assembly, with the ability to tie our performance to national benchmarks, and (2) provide us the opportunity to study the concern expressed by DHE and CBHE regarding A.A./A.S. graduates who do not transfer, and develop an appropriate alternative measure that will enable community colleges to better serve this segment of our students.

We are happy to discuss this in further detail with you and the DHE staff. We will be prepared to present it for consideration at the December 10, 2014 meeting of the Coordinating Board.

Please let me know if you need additional information.

Sincerely,

A handwritten signature in blue ink that reads "Ann Brand". The signature is fluid and cursive, with a long horizontal stroke extending to the left.

Interim Executive Director
Missouri Community College Association
Office: (573) 634-8787
E-Mail: ann.brand@mccatoday.org

cc: Leroy Wade, Deputy Commissioner of Higher Education



Council on Public Higher Education

To: Commissioner David Russell

From: Paul Wagner, Executive Director

Date: 11-13-14

Re.: Development of the COPHE Approach to the Employment Outcomes Measure

At the special November CBHE meeting I was asked to provide a written synopsis of how COPHE arrived at its proposed approach to the new employment outcomes measure in order to help inform the Board's understanding of this complex issue. I'm happy to provide the following information per that request. Please let me know if you or any of the Board members have any questions or need additional information.

As the Task Force approached this measure, we discovered that an overall solution requires answers to two central questions.

1) How will the measure work within the model?

This measure on graduate outcomes will be different from the other measures. Rather than comparing year-to-year, the proposal is to establish bands of success rates that will prorate the amount of performance funding an institution would receive during a year.

There are several reasons for the recommended changes. First, in order to have a year-to-year comparison, institutions would have already needed to have surveyed students for this past year, asking the specific legislated question. Even if institutions had been surveying graduates about their degree level, at the earliest, it would not have been until the FY2018 state appropriations cycle that the measure could have been used to allocate performance funding.

Additionally, with all surveying and especially with such a "high stakes" survey, testing of the phrasing of the question, the response rates, and survey process is critical. For these reasons, the recommendation is to use the coming year piloting and testing the survey and the process. This piloting would begin as soon as possible, starting with the December 2014 graduates and carry into a much wider test with the May 2015 graduates. Data from this piloting of the survey would be submitted to the MDHE in the fall of 2016. These data

would then be used by MDHE to set minimum response rates as well as to set the banding of success rates.

The proposed recommendation includes the following timeline for piloting the survey, testing the phrasing of the question, setting the rules for success, etc.:

	December 2014	May 2015	Pilot Year Cohort classes
August 2015	December 2015	May 2016	Year 1 Cohort classes End of Pilot Year data collection, analyze data to set bands, response rates, etc.
August 2016	December 2016	May 2017	End of Year 1 data collection
August 2017			Report results for funding in 2018 session, FY19 budget

2) How will we collect the needed information?

The second major issue to be resolved is how exactly the information will be collected. There is a balance to be struck between the benefits of uniformity (a new effort, separate from current efforts in this area, where everyone asks the exact same questions, in the same format, on the same schedules, etc.) and the significant costs associated with that type of approach (both in terms of money and personnel). All institutions are very sensitive to the cost issue because most are already devoting significant resources to support the process of collection/analysis, and the amount of money available under this measure might not even cover the additional costs of a purely uniform approach.

Thus our proposal on the operational issue is to give institutions free reign to gather information about their graduates in whatever manner or manners they prefer. Most will simply piggy-back onto existing graduate tracking efforts with the specific questions needed to comply with the law on this measure.

To assist in this pursuit, we have developed a sample survey (attached) that is designed to gather the relevant information in as few questions as possible.

As we have known from the beginning, the final question is the most challenging. It's the one that tries to get at the question asked in the law – does the graduate's job relate to the LEVEL of the degree they received? Our initial testing has found that students do not understand what's being asked here, or why it's being asked. They naturally assume that they are being asked if their job is related to their major.

We will continue to refine this question and the whole survey, if necessary, through the pilot year.

AGENDA ITEM SUMMARY

AGENDA ITEM

Student Loan Program Update
Coordinating Board for Higher Education
December 10, 2014

DESCRIPTION

The purpose of this agenda item is to summarize recent events relating to the MDHE guaranty agency.

Loan Servicing Conversion

On April 30, 2014, the Missouri Office of Administration, acting on behalf of the MDHE, awarded a student loan servicing contract to Great Lakes Higher Education Guaranty Corporation. This contract replaces the MDHE's longstanding contract with American Student Assistance. As MDHE's loan servicer, Great Lakes will provide a student loan processing database and operational support.

During the six months following the contract award, the MDHE worked closely with both Great Lakes and ASA in order to achieve an orderly conversion of data and transition of operations. The data was migrated over the last weekend of October and MDHE began using the new system on November 3, 2014. Since that time, MDHE has worked with Great Lakes to reconcile data and refine operational processes.

The conversion involved approximately 3 million student loans with outstanding value of approximately \$9.4 billion.

Cohort Default Rates

Missouri's cohort default rate dropped from 13.1 percent for student loan borrowers who began repayment in 2010 to 12.6 percent for those who entered repayment in 2011. Once again, Missouri's default rate is lower than the national rate, which is 13.7 for 2011.

As in past years, MDHE attributes Missouri's lower default rates to the concerted efforts of loan holders, schools and MDHE. For instance, through the MDHE Default Prevention Grant Program, Missouri schools receive financial support and training for campus-based financial literacy and default prevention activities. Since 2001, the MDHE Default Prevention Grant Program has awarded close to \$9 million to Missouri postsecondary institutions.

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

Coordinating Board for Higher Education
December 10, 2014

AGENDA ITEM SUMMARY

AGENDA ITEM

Missouri College Application Week Pilot
Coordinating Board for Higher Education
December 10, 2014

DESCRIPTION

The purpose of this agenda item is to present information about the 2014 Missouri College Application Week.

Background

Following a successful pilot in 2013, MDHE recently coordinated the 2014 Missouri College Application Week. During the pilot, MDHE collaborated with the Missouri College Advising Corps to bring the program to 26 high schools across Missouri. This year, MDHE invited additional college access organizations and interested high schools to join the program, increasing the number of participating high schools to 57.

The College Application Week events primarily took place during the week of October 20-24, 2014. As part of the program, participating schools held activities designed to prepare students for the college application process, promote college-going culture and provide information about higher education opportunities. The events culminated with students completing college applications during the school day.

Results

The 2013 pilot helped more than 2,000 students complete approximately 3,600 applications to 259 institutions. Although MDHE is still gathering data from the 2014 sites, with a little more than half of schools reporting, the number of participating students and submitted applications already has surpassed the numbers from the pilot.

MDHE currently developing a plan to expand the program statewide in 2015.

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

List of Missouri College Application Week Sites

2014 Missouri College Application Week Participating Schools

Central Missouri:

Eldon High School
Moberly High School
Warrensburg High School

Kansas City area:

African-Centered Prep Academy
Center High School
Central Academy of Excellence
East High School
Fort Osage High School
North Kansas City High School
Northeast High School
Paseo Academy
Raytown High School
Raytown South High School
Ruskin Senior High School
Southwest Early College Campus
Van Horn High School
Winnetonka High School

Northeast Missouri:

South Shelby High School, Shelbina

South Central Missouri:

Dixon High School
Lebanon High School
Rolla High School
Salem High School
St. Clair High School
St. James High School
Sullivan High School
West Plains High School

Southeast Missouri:

Cape Girardeau Central High
Caruthersville High School
Central High School, New Madrid
Charleston High School
Dexter High School
Hayti High School

Jackson Senior High School
Kennett High School
Malden High School
Poplar Bluff High School
Potosi High School
Scott County Central High School
Senath-Homersville Senior High School
Sikeston Senior High School
South Iron R-I High School

Southwest Missouri

Hillcrest High School, Springfield
Parkview High School, Springfield

St. Louis area:

Bayless High School
Carnahan School of the Future
Gateway STEM High School
Hancock High School
Hazelwood East High School
Jennings High School
McCluer High School
McCluer South-Berkeley High School
Normandy High School
Pattonville High School
Ritenour High School
Riverview Gardens High School
Roosevelt High School
Soldan International Studies

AGENDA ITEM SUMMARY

AGENDA ITEM

Academic Program Actions
Coordinating Board for Higher Education
December 10, 2014

DESCRIPTION

This agenda item reports all proposals for program actions reviewed by the Missouri Department of Higher Education since the September 4, 2014, 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 September 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
Deleted	6	3	0	1	10
Inactivated	2	5	0	0	7
Other Program Changes*	5	9	0	3	17
New	8	6	4	4	22
Off-Site	5	1	3	1	10
Programs Withdrawn	0	0	0	0	0

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

Public Comment

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
Deleted	0	0	0	0	0
Inactivated	0	0	0	0	0
Other Program Changes*	0	0	0	0	0
New	0	0	2	0	2
Off-Site	1	0	2	0	3
Programs Withdrawn	0	0	0	0	0

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

Public Comment

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 Coordinating Board for Higher Education has statutory responsibility to approve both the establishment of residence centers and the off-site delivery of existing programs, while also having the authority to monitor course delivery at instructional sites. (RSMo 173.005.2(4); 6 CSR 10-4.010; 6 CSR 10-6.020) The following institutions seek approval to add the following new off-site locations to the CBHE Inventory of Off-Campus Instructional Sites and to offer programs at these locations.

Missouri Southern State University

1. McDonald County Instructional Center (Crowder College)
600 West Edwards Place
Nevada, MO 64772
2. Webb City School District R-7
411 North Madison
Webb City, Mo 64780

State Technical College of Missouri

1. Lewis and Clark Career Center
2400 Zumbahl Road
St. Charles, MO 63301

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 new off-site locations listed in this information item and the program changes and new program proposals listed in the attachment.

ATTACHMENT

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:

AA, Alternative Energy-Biofuels, CIP 41.010

Approved Change:
Inactivate program

Program as Changed:
AA, Alternative Energy-Biofuels, CIP 41.010 (inactivate)

2. Current Program:

AAS, Alternative Energy-Biofuels, CIP 41.010

Approved Change:
Inactivate program

Program as Changed:
AAS, Alternative Energy-Biofuels, CIP 41.010 (inactivate)

East Central College

1. Current Program:

C1, Computer Information Systems, CIP 22.0301
Solution Developer

Approved Change:
Delete option

Program as Changed:
C1, Computer Information Systems, CIP 22.0301
Solution Developer (deleted)

2. Current Program:

C1, Medical Secretarial/Transcription, CIP 51.0716

Approved Change:
Delete program

Program as Changed:

C1, Medical Secretarial/Transcription, CIP 51.0716 (deleted)

3. Current Program:

C2, Medical Secretarial, CIP 51.0716

Approved Change:

Delete program

Program as Changed:

C2, Medical Secretarial, CIP 51.0716

4. Current Program:

AAS, Business Management/Marketing, CIP 52.1801

Business Management

Industrial Management

Marketing

Approved Change:

Title change

AAS, Business, CIP 52.1801 (title change)

Business Management

Industrial Management

Marketing

5. Current Program:

AAS, Business Technology Legal Assistant, CIP 22.0301

C1, Business Technology Administrative Assistant, CIP 52.0401

C1, Business Technology Legal Assistant, CIP 22.0301

Approved Change:

Delete programs

Programs as Changed:

AAS, Business Technology Legal Assistant, CIP 22.0301 (delete)

C1, Business Technology Administrative Assistant, CIP 52.0401 (delete)

C1, Business Technology Legal Assistant, CIP 22.0301 (delete)

6. Current Program:

AAS, Criminal Justice, CIP 43.0107

Approved Change:

Inactivate program

Program as Changed:

AAS, Criminal Justice, CIP 43.0107 (inactivated)

7. Current Program:

AAS, Early Childhood Education, CIP 19.0708

Approved Change:
Title change

Program as Changed:
AAS, Early Childhood Development, CIP 19.0708

8. Current Program:

AAS, Hospitality Management, CIP 52.1910
Culinary Arts

Approved Change:
Title change
Delete options

Program as Changed:
AAS, Culinary Arts, CIP 12.0503 (title change)
Culinary Arts (delete option)
Food & Beverage Management (delete option)
Travel & Tourism (delete option)

Metropolitan Community College

1. Current Program:

C0, CDLA, CIP 49.0205

Approved Change:
Inactivate program

Program as Changed:
C0, CDLA, CIP 49.0205 (inactivate)

2. Current Program:

C1, Civil Construction, CIP 11.0202 (all campuses)

Approved Change:
Delete program from all campus inventories

C1, Civil Construction, CIP 11.0202 (delete from all campuses)

3. Current Program:

C1, Heating, Ventilation & Air Conditioning, CIP 15.0699
C1, HVAC-Job Ready, CIP 15.0699

Approved Change:
Change C1 and CIP, Heating, Ventilation & Air Conditioning to AAS
Inactivate C1, HVAC-Job Ready
Add C1 and CIP, HVAC Advanced Certificate

Program as Changed:
AAS, Heating, Ventilation & Air Conditioning, CIP 47.0201 (add)
C1, HVAC Advanced Certificate, CIP 47.0201 (add)
C1, HVAC-Job Ready, CIP 15.0699 (inactivate)

4. Current Program:

C1, Waste & Wastewater Technology, CIP 47.0399

Approved Change:
Delete program

Program as Changed:
C1, Waster & Wastewater Technology, CIP 47.0399 (delete)

5. Current Program:

AAS, Paraeducator, CIP 13.1501

Approved Change:
Delete program

Program as Changed:
AAS, Paraeducator, CIP 13.1501 (delete)

6. Current Program:

C1, Safety & Health Specialist, CIP 15.0507

Approved Change:
Change title

Program as Changed:
C1, Health & Safety Specialist, CIP 15.0507

7. Current Program:

AA, Business
AA, Criminal Justice

Approved Change:
Inactivate programs

Programs as Changed:

AA, Business (inactivated)
AA, Criminal Justice (inactivated)

8. Current Program:

AAS, Automotive Technology, CIP 15.0803

Approved Change:
Add option

Program as Changed:
AAS, Automotive Technology, CIP 15.0803
Industrial Mechanic (add option)

9. Current Program:

AAS, Computer Integrated Machining & Manufacturing, CIP 48.0503

Approved Change:
Add certificate

Program as Changed:
AAS, Computer Integrated Machining & Manufacturing, CIP 48.0503
C1, Advanced CIMM Certificate (add certificate)

10. Current Program:

AAS, Computer Science & Information Systems, CIP 11.0202

Approved Change:
Remove options from deleted certificate and add to this program. Options inadvertently listed in program inventory under incorrect degree program.

Program as Changed:
AAS, Computer Science & Information Systems, CIP 11.0202 (corrected degree program)
Software Development (add option)
Systems Administration & Engineering (add option)
Web Technologies (add option)

11. Current Program:

AAS, Engineering Technology, CIP 15.0000
Computer Electronics

Approved Change:
Title change on option

Program as Changed:
AAS, Engineering Technology, CIP 15.0000

Computer & Electronics (change title of option)

12. Current Program:

AAS, Industrial Technology, CIP 15.0699

Approved Change:

Add option in Construction Management

Delete option in Industrial Mechanic

Delete option in Industrial Technology

Program as Changed:

AAS, Industrial Technology, CIP 15.0699

Construction Management (add option)

Industrial Mechanic (delete option)

Industrial Technology (delete option)

13. Current Program:

AAS, Precision Machining, CIP 48.0503

Approved Change:

Change title only

Program as Changed:

AAS, Computer Integrated Machining and Manufacturing (title change)

Missouri Southern State University

1. Current Program:

MSN, Nursing (Collaboration between UMKC & MSSU), CIP 51.3801

Approved Change:

Delete program

Program as Changed:

MSN, Nursing (Collaboration between UMKC & MSSU), CIP 51.3801 (deleted)

State Technical College of Missouri

1. Current Program:

AAS, Automation & Robotics Technology, CIP 15.0613

General

Laser/Photonics

Approved Change:

Delete program (and options) from Mexico site

Program as Changed:

AAS, Automation & Robotics Technology, CIP 15.0613 (delete program from site)

General
Laser/Photonics

Three Rivers Community College

1. Current Program:

C0, Green Diesel Technology (Stoddard County), CIP 47.0605

C1, Green Diesel Technology (Stoddard County), CIP 47.0605

Approved Change:

Location change

Program as Changed:

C0, Green Diesel Technology, CIP 47.0605 (TRCC @ Dexter)(change location)

C1, Green Diesel Technology, CIP 47.0605 (TRCC @ Dexter)(change location)

2. Current Program

AAS, Criminal Justice-P.O.S.T., CIP 43.0107

Academy

Approved Change:

Add certificate to existing program

Program as Changed:

AAS, Criminal Justice-P.O.S.T. , CIP 43.0107

Academy

C1, Criminal Justice-P.O.S.T. Academy, CIP 43.0107 (certificate added)

University of Missouri-Columbia

1. Current Program:

N/A

Approved Change:

Add free-standing single-semester certificate

Program as Changed:

GRCT, Qualitative Research, CIP 13.0601

2. Current Program:

BA, Political Science, CIP 45.1001

Approved Change:

Add certificate to existing program

Program as Changed:

BA, Political Science, CIP 45.1001

C0, American Constitutional Democracy (certificate added)

3. Current Program:

MA, Statistics, CIP 27.9999

Approved Change:
Add option

Program as Changed:
MA, Statistics, CIP 27.9999
Data Analytics, CIP 27.0501

University of Missouri-Kansas City

1. Current Program:

MSN, Nursing, CIP 51.3801
Family Psychiatric Mental Health Nurse Practitioner
Neonatal Nurse Practitioner
Nurse Educator
Nurse Leader

Approved Change:
Change title of option

Program as Changed:
MSN, Nursing, CIP 51.3801
Psychiatric Mental Health Nurse Practitioner (title change)
Neonatal Nurse Practitioner
Nurse Educator
Nurse Leader

2. Current Program:

Juris Doctorate, Juris Doctor, CIP 22.0101
Business and Entrepreneurial Law
Child and Family Law
International Comparative & Foreign Law
Litigation
Urban, Land Use & Environmental

Approved Change:
Add option

Program as Changed:
Juris Doctorate, Juris Doctor, CIP 22.0101
Business and Entrepreneurial Law
Child and Family Law
Intellectual Property (option added)
International Comparative & Foreign Law

Litigation
Urban, Land Use & Environmental

**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)

East Central College

- 1) AFA, Music, CIP 50.0901 (main campus)

Lincoln University

- 1) MS, Integrated Agricultural Systems, CIP 03.0104 (main campus)
Integrated Agricultural Systems

Missouri Southern State University

- 1) BSW, Social Work, CIP 44.0701 (main campus)
- 2) MSN, Cooperative Graduate Nursing Program, CIP 51.3801 (main campus)
(collaboration with Southeast Missouri State University)
Nurse Practitioner

Missouri State University-West Plains

- 1) AS, Agriculture, CIP 01.0000 (main)

Northwest Missouri State University

- 1) BS, Recreation (2+2 completion), CIP 31.0101 (main campus and Metropolitan
Community College-Maple Woods)

Southeast Missouri State University

- 1) BS, Health Sciences, CIP 51.0 (main campus, Kennett, Malden, Sikeston)
General Health Sciences
Pre-Physical/Occupational Therapy

State Technical College of Missouri

- 1) AAS, Automation and Robotics Technology, CIP 15.0613 (Lewis and Clark Career
Center, 2400 Zumbahl Road, St. Charles, MO)
- 2) C0, Machining Specialist, CIP 15.0613 (Lewis and Clark Career Center, St. Charles,
MO)
- 3) C0, Electrical Specialist, CIP 15.0613 (Lewis and Clark Career Center, St. Charles, MO)

St. Charles Community College

- 1) AS, Cyber Security, CIP 11.1003 (main campus)
- 2) AS, Management Information Systems, CIP 52.1201 (main campus)
- 3) AS, Pre-Environmental Health and Safety, CIP 51.2202 (collaboration with Missouri Southern State University) (for delivery at main campus)
- 4) AS, Programming Languages, CIP 11.0201 (main campus)

Three Rivers Community College

- 1) C1, Enhanced Education Certificate, CIP 24.0101 (main, Malden, Sikeston, Kennett, Dexter)
- 2) C1, Maintenance Welding, CIP 48.0508 (main, Malden, Sikeston, Kennett, Dexter)
- 3) C1, Pre-Nursing, CIP 51.1105 (main, Malden, Sikeston, Kennett, Dexter)

University of Central Missouri

- 1) BS, Aviation Maintenance Management 2+2, CIP 49.0104 (main campus and Whiteman Air Force Base)

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)**Columbia College**

- 1) C1, Crime Scene Investigation, CIP 43.0106 (St. Louis, MO)

Lindenwood University

- 1) BA, Liberal Studies, CIP 24.010 (main campus, Wentzville, O'Fallon, Westport, Wildwood, South County, St. Louis City, North County)
- 2) BFA, Fashion Design, CIP 50.0407 (main campus)

Maryville University

- 1) BA, General Studies, CIP 51.0000 (main campus and School of Adult and Online Education)
Health Care

AGENDA ITEM SUMMARY

AGENDA ITEM

Best Practices in Remedial Education
Coordinating Board for Higher Education
December 10, 2014

DESCRIPTION

HB 1042, signed into law on August 28, 2012, requires all Missouri public two-year and four-year institutions of higher education to replicate best practices in remedial education. The Missouri Department of Higher Education worked with the statewide Taskforce on College and Career Readiness to research best practices in remedial education and to develop a policy based on those best practices. The “Principles of Best Practice in Remedial Education” policy was the result of this effort, and the policy was approved by Coordinating Board for Higher Education on September 5, 2013. The purpose of this agenda item is to provide a summary of recent necessary revisions to the remedial education policy by MDHE staff and the TCCR.

Summary

In crafting the remedial education policy, the TCCR laid out a set of best practices that would be used to guide current and future efforts related to remedial education. As part of this effort, the TCCR identified the use of a statewide placement policy as a best practice, and outlined this practice in section nine of the “Principles of Best Practice in Remedial Education.” (attachment A)

The statewide placement policy requires all institutions to use multiple measures to assess the basic skills of all incoming certificate-seeking or degree-seeking students in mathematics, English, and reading, and to use these assessments to place students into the appropriate college-level course. Measures that institutions may use include, but are not limited to, the SAT, the ACT, or other standardized assessments high school grade point average, or high school end-of-course exam scores.

While the TCCR took great care to avoid being overly prescriptive with regard to the statewide placement policy, it did identify a set of consistent placement test scores that all public institutions in Missouri must adhere to if they elect to use these tests to place students into college-level coursework. In setting these scores and including them in the remedial education policy, the TCCR consulted with institutional research staff at Missouri higher education institutions, the Missouri Developmental Education Consortium, and with ACT staff regarding ACT readiness benchmarks.

Since the remedial education policy was approved by the CBHE on September 5, 2013, the TCCR has been working towards full implementation of the remedial education policy. During this time, the TCCR has recognized that several of the placement test scores included in section nine of the policy need to be updated to reflect current best practices in remedial education as well as recent ACT benchmark data. The TCCR fully supports the approval of these revisions, and the updated scores for review and approval are included with this board book item as attachment A.

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 approve the revisions to the "Principles of Best Practice in Remedial Education."

ATTACHMENTS

Principles for Best Practice in Remedial Education

Coordinating Board for Higher Education Principles of Best Practices in Remedial Education

1.0 Introduction

- 1.1 HB 1042, signed into law in 2012, requires all Missouri public institutions, under the direction of the Coordinating Board for Higher Education, to replicate best practices in remedial education. The law's primary objective is to improve student retention and increase educational attainment.
- 1.2 Earning a college degree requires students to possess certain skills, knowledge, and abilities in order to succeed in the postsecondary environment. While educating students is the primary mission of colleges and universities, implicit in that mission is helping students complete programs of study. Not completing a two-year or four-year college degree has dramatic financial implications to both the individual and the state. The lifetime earning potential of a person without a college degree is typically significantly less than an individual with a degree.
- 1.3 Not all students who enroll in college have the requisite skills and knowledge to attain a postsecondary credential (See section 7.0). In response, colleges and universities provide remedial or developmental education to prepare these students for academic success. Studies show that Missouri spends millions of dollars each year on remedial education and that students requiring remedial education are less likely than non-remedial students to persist from semester to semester or complete a course of study and earn a postsecondary credential. These same students use state and federal aid, or take out student loans. To provide remedial education institutions divert institutional resources from other programs and credit-bearing coursework.
- 1.4 The terms "developmental education" and "remedial education" are often used interchangeably. Remedial education typically refers to a student's academic preparedness for postsecondary education, seeking to remedy the lack of skills that students need for college entry, while developmental education addresses a more expansive set of learning challenges. According to the National Association for Developmental Education, developmental education is
- 1.5 a field of practice and research within higher education with a theoretical foundation in developmental psychology and learning theory. It promotes the cognitive and affective growth of all postsecondary learners, at all levels of the learning continuum. Developmental Education is sensitive and responsive to the individual differences and special needs among learners. Developmental Education programs and services commonly address academic preparedness, diagnostic assessment and placement, affective barriers to learning, and development of general and discipline-specific learning strategies.
- 1.6 Developmental courses are defined as education review courses aimed at strengthening the diverse talents of students, both academic and non-academic. Such courses also are

designed to review previous curricular areas of students who have not been involved in education for some time. In contrast, remedial education is defined as a duplication of secondary courses in basic academic skills, usually involving recent high school graduates or those students who did not complete their secondary curriculum.

- 1.7 HB 1042, as its language suggests, is directed primarily at academic preparedness. These guidelines are therefore focused primarily—but not exclusively—on efforts by institutions to address students’ lack of academic preparedness for postsecondary education.

2.0 Policy purpose and objectives

- 2.1 The purpose of this policy is to identify and implement best practices in the delivery of remedial education to enhance student learning, increase student persistence, decrease the time it takes for students to complete academic programs, make more efficient use of state resources, and hold institutions accountable for policy compliance.
- 2.2 The policy applies to all public two-year and four-year institutions of higher education, which are obligated to conform to the policies by the authority delegated to the CBHE by RSMo 173.005 (6). Independent institutions are also encouraged to adhere to these guidelines.

3.0 Statutory Authority

RSMo 173.005 (6): *The coordinating board for higher education shall require all public two-year and four-year higher education institutions to replicate best practices in remediation identified by the coordinating board and institutions from research undertaken by regional educational laboratories, higher education research organizations, and similar organizations with expertise in the subject, and identify and reduce methods that have been found to be ineffective in preparing or retaining students or that delay students from enrollment in college-level courses.*

4.0 Guiding Principles

- 4.1 The primary goal of this policy is student retention and increased educational attainment through degree completion.
- 4.2 The goal of developmental or remedial education is to prepare students for success in postsecondary education.
- 4.3 Ideally, all students would be prepared for the demands of postsecondary education upon graduation from high school, and that is an objective to which the P-20 education community aspires. At present, however, many high school graduates enter postsecondary education unprepared for entry-level coursework. To that end, Missouri institutions of higher education are committed to providing opportunities for underprepared students to attain the skills they need to succeed in college.

- 4.4 These efforts include, but are not limited to, outreach to the Department of Elementary and Secondary Education (DESE) to align standards, and to school districts to align curriculum. For these efforts to be successful, DESE and K-12 districts must become collaborative partners in the process.
- 4.5 Some states have prohibited four-year institutions from offering remedial education. CBHE will no longer prohibit selective and highly-selective public institutions from offering remedial coursework. This policy does not seek to limit remediation to a single sector but to work collaboratively to improve student learning outcomes and increase educational attainment.
- 4.6 Institutions of higher education have a responsibility to continually evaluate and improve their delivery of developmental education. Institutions must research and engage in instructional best practices within developmental coursework.

5.0 Guidelines for Best Practices in Remediation

- 5.1 The following have been identified by the CBHE and two-year and four-year institutions as “best practices in remediation,” based on research conducted and published by regional educational laboratories, higher education research organizations, and similar organizations with expertise in the subject.
- 5.2 It is incumbent on both higher education institutions and DESE to work collaboratively to make sure that high school programs of study line up to college-entrance expectations. More specifically, course-taking requirements for high school diplomas should be aligned with requirements for entry-level college courses. High schools should assess students’ basic skills prior to the 10th grade so that students who require remediation can receive instruction before entering public postsecondary education.
- 5.3 Secondary school curriculum and postsecondary curriculum must be aligned so that the completion of the high school curriculum transitions seamlessly to the beginning of the college curriculum. Specifically, high school exit outcomes need to be equivalent to college-level entry skills. Once in place, the high school and postsecondary curriculum must be reviewed periodically by an appropriate body (to be determined) to ensure the fidelity of the alignment.
- 5.3a At each institution, higher education faculty teaching remedial or developmental courses and those teaching gateway courses by content area should work collaboratively to create a seamless transition from developmental coursework to college-level coursework. Exit outcomes should be aligned with entry-level expectations. Discussion should include topics such as skill attainment and student success behaviors.
- 5.4 Institutions of higher education must assess the basic skills of all certificate- or degree seeking students, based on statewide minimum assessment standards for access to the college-level curriculum.

- 5.4a Accurate placement in appropriate coursework is key to student success. To improve accuracy, institutions must use multiple measures to assess student readiness for gateway courses and programs of study.
- 5.5 The completion of a set of gateway courses (see glossary for definition) 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.
- 5.6 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.
- 5.7 Institutions should explore alternate delivery methods (a.k.a course redesign) to move students into credit bearing courses as quickly as possible, to save students time and money. These methods should provide appropriate instruction to accommodate the diversity of their developmental and remedial students.
- 5.8 Students who are significantly underprepared for college-level academic work need self-paced, mastery-based routes into programs of study. Students who are marginally underprepared may benefit from alternate routes (e.g. co-requisite, bridge program, competency-based sequence) into a course of study.
- 6.0 CBHE Recommended College Preparatory High School Curriculum (proposed revisions in bold font)**
- 6.1 The CBHE, the Missouri Department of Higher Education (MDHE), Missouri postsecondary institutions, the Department of Elementary and Secondary Education (DESE), and the Missouri K-12 community share a common interest in promoting student preparation as a foundation of enrollment, retention, and success in Missouri postsecondary institutions.
- 6.2 Accordingly, with collaboration across educational sectors, the CBHE has established a recommended 24-unit high school core curriculum guideline for students who plan to enroll in a Missouri college or university. The CBHE 24-unit high school core curriculum is designed to prepare high school students for access to and retention/success in collegiate-level work. Students are expected to demonstrate competency in high school core content. Failure to do so may result in placement in developmental/remedial coursework at additional time and expense to the student.
- 6.3 The CBHE encourages governing boards at Missouri's postsecondary institutions to incorporate the 24-unit high school core curriculum into admissions processes for all first-time freshmen; however, admissions and placement decisions are ultimately made at the institutional level. Requirements vary for admission to Missouri institutions. For example, foreign language study is required for admission to some institutions. Students

are strongly encouraged to discuss admissions requirements and placement practices with staff at Missouri institutions in which they may be interested in enrolling. **The CBHE Recommended College Preparatory High School Curriculum** is recommended for full implementation beginning with the Missouri **college graduation class of 2018** (entering as college freshman in the Fall of 2014).

6.4 **CBHE Recommended College Preparatory High School Curriculum**

English/Language Arts - 4 units

Social Studies - 3 units

Mathematics - **4 units***

Science - 3 units

Fine Arts - 1 unit

Additional Coursework - 3 units **

Electives - 6 units ***

6.5 ***At least one mathematics course should be taken each year. It is particularly important that students take a mathematics course in grade 12.**

**Missouri public high school students are required by the State Board of Education to complete units in practical arts (1), physical education (1), health education (1/2), and personal finance (1/2)

***All students should complete at least 3 elective units total in foreign language and/or other courses within high school core content areas defined below. Two units of a single foreign language are strongly recommended.

English/Language Arts

- English/language arts coursework (4 units) emphasizes college preparatory composition, research skills, analysis of literature, and other content of comparable or greater rigor. Speech and debate courses may be included.
- Coursework not acceptable for the high school core curriculum emphasizes student publications, broadcast media, or theater.

Social Studies

- Social studies coursework (3 units) emphasizes American history, Missouri government and Missouri history as required by state statute, geography/world civilizations, and other content of comparable or greater rigor.
- Coursework not acceptable for the high school core curriculum emphasizes family/human development or consumer education.

6.6 Mathematics

- Mathematics coursework (**4 units**) emphasizes college preparatory algebra and other content of comparable or greater rigor. Students who complete algebra prior to the freshman year would be expected to complete **four** additional units in grades 9-12. **Students who achieve a proficiency score of 3 or 4 on the Smarter Balanced grade 11 assessment must demonstrate continued study of mathematics for the score to be considered valid in the first year of college.** Coursework that emphasizes pre-algebra,

computer math/programming, consumer/basic math, or business math/accounting is not acceptable for the CBHE Recommended College Preparatory High School core curriculum.

Science

- Science coursework (3 units) emphasizes college preparatory biology, chemistry, and other content of comparable or greater rigor. Science coursework should include at least one laboratory course.
- Coursework not acceptable for the high school core curriculum emphasizes general or consumer science.

Fine Arts

- Fine arts coursework (1 unit) emphasizes visual arts, instrumental or vocal music, dance, theater, or other content of comparable or greater rigor. Critical analysis, theory, or "appreciation" courses may be included.
- Coursework not acceptable for the high school core curriculum emphasizes speech, debate, or broadcast media.

For each high school core content area, descriptions follow that provide illustrations of coursework acceptable and unacceptable for the high school core curriculum.

7.0 College Readiness and College-Content Readiness

7.1 College readiness is a term frequently misused or misunderstood. Often, it is understood as shorthand for placement into credit-bearing (non-remedial) college courses such as English or mathematics. Readiness for postsecondary education encompasses a much broader array of skills, knowledge, and behaviors. They include, but are not limited to, sufficient content knowledge of various subjects, maturity, self-discipline, perseverance, and habits of mind such as problem solving, and the ability to observe, listen, and speak. Students with these skills, knowledge, and behavior are more likely to persist and obtain a postsecondary credential than students without these characteristics.

7.2 College-content readiness is defined as the level of preparation a student needs to succeed in specific credit-bearing courses in college—such as English or mathematics—without the need for remediation. “Succeed” is defined as completing entry-level courses at a level of understanding and proficiency that prepares the student for subsequent courses. The guidelines in this policy are aimed at college-content readiness in English, mathematics, and reading.

7.3 Missouri postsecondary institutions have a shared understanding of what constitutes college readiness and college-content readiness. The higher education community recognizes the need to define readiness for college clearly and consistently so that students contemplating postsecondary education should not have to sort through conflicting definitions and expectations of what constitutes readiness for college.

8.0 Career Readiness

8.1 Career readiness is the level of preparation a high school graduate needs to proceed to the next step in a chosen career, whether that is postsecondary coursework, industry certification, or entry into the workforce. According to the Association of Career and Technical Education (ACTE), career readiness includes core academic skills and the ability to apply those skills to concrete situations to function in the workplace and in routine daily activities. Employability skills and technical, job-specific skills related to a specific career pathway are essential in any career area.

9.0 Assessment and Placement

9.1 The statewide placement policy [currently under development] is applicable to any incoming student entering a Missouri public postsecondary institution. All certificate- or degree-seeking students should be assessed in mathematics, English, and reading.

9.2 Placement of students into appropriate college-level courses must be based on multiple assessment measures, which provide a more precise measurement of a student's ability to succeed in college-level coursework. Institutions may use an array of assessment instruments to place students in college-level courses, including—but not limited to—SAT or ACT scores, high school grade point average, high school end-of-course examination scores, or an institutional created assessment instrument. An institution opting to use one of the assessments listed below to place students in college-level courses shall adhere to the statewide placement score. This table will be reviewed annually once Missouri data are collected. Placement scores may be adjusted higher or lower based on empirical data of student performance in college mathematics and college writing courses.

Assessment Instrument	Subject Area	Statewide College-Level Placement Score
Accuplacer	Reading	85
	English	92 (Sentence Skills)
	Mathematics	114 (Arithmetic)
	Mathematics	116 (Elementary Algebra)
ACT	Reading	18
ACT	English	18
ACT	Mathematics	22
Asset	Reading	41 42
	English	41 43
	Mathematics	47 (Numerical Skills)
	Mathematics	46 (Elementary Algebra)
	Mathematics	43 (Intermediate Algebra)
	Mathematics	23 (College Algebra)

		<i>39 (College Algebra)</i>
Compass	Reading	81 <i>80</i>
	English/Writing	70
	<i>Mathematics</i>	<i>74 (Pre Algebra)</i>
	<i>Mathematics</i>	<i>50 (Algebra)</i>
	Mathematics	66 (College Algebra) <i>54 (College Algebra)</i>
SAT	Reading	360
	English	430 (Writing)
	Mathematics	1030 (CR+M)
Smarter Balanced	English/Language Arts	3
	Mathematics	3

Placement scores will be valid for a minimum of two years. Scores may be considered valid for longer than two years at an institution's discretion.

- 9.3 Institutions of higher education should work closely with secondary schools to administer college-ready anchor assessments in high school. These tests give students, teachers and parents a clear understanding about whether a student is on track for college. Giving these assessments as early as 10th grade enables juniors and seniors to address academic deficiencies before college. Educators can use these on-track assessments to develop targeted interventions. K–12 systems and local community colleges or universities can develop programs that guarantee that successful students are truly college ready and exempt from remedial education as freshmen.
- 9.4 It is important that the content in required gateway courses align with a student's academic course of study. This is especially true for mathematics. More often than not students are placed in algebra pathways when in fact a statistics course or quantitative math course would be more appropriate to prepare them for their chosen programs of study and careers.

10.0 Minimum Standards of Academic Competence

- 10.1 The needs of students requiring remedial or developmental education is broad, ranging from deficiency in a single subject area to a lack of basic literacy skills. With proper academic support, students needing remediation in a single subject have a good chance of earning a postsecondary credential. Students who are severely underprepared have little, if any, chance of earning a postsecondary credential in a timely manner. Therefore, students wishing to take credit-bearing college-level courses at a Missouri public institution of higher education must demonstrate a minimal level of literacy and academic competence, as determined through appropriate and multiple assessments of learning.
-
- 10.2 The intent of this section is to require students to demonstrate a minimal level of literacy and academic competence before they can enroll at a Missouri public institution of higher education as a degree-seeking student. Remedial education is essential to Missouri

achieving its goal of increased educational attainment. Too often, however, open enrollment institutions are expected to enroll students who lack even the most basic of literacy and academic skills. It is unreasonable to expect a student who has limited academic preparation to have success in college even with cutting-edge remedial coursework. It is equally unreasonable to expect an institution to close the gap in a student's academic preparation through a one- or two-semester remediation sequence.

- 10.3 Until students demonstrate a minimum level of literacy and academic competence, they may enroll only in non-credit-bearing classes.
- 10.4 As with placement into credit-bearing college-level coursework, the assessment of minimum level of literacy and academic competence must be determined through the use of multiple measures. The MDHE, in collaboration with the public institutions of higher education, will jointly work to determine appropriate measures. This threshold will be reviewed annually once Missouri data are collected. Placement scores may be adjusted higher or lower based on empirical data of student performance in college mathematics and college writing courses.
- 10.5 Students who score just above the Statewide Degree-Seeking Placement Threshold scores need concentrated routes into programs of study with multiple-levels of support.

Students who score below the Statewide Degree-Seeking Placement Threshold should be referred to other state-funded educational opportunities (i.e. Adult Education and Literacy) before being retested for admission as a degree-seeking student.

11.0 Accountability and Data Reporting

- 11.1 Any institution that provides basic skills courses shall collect data regarding student performance, including but not limited to data that describes the students who take basic skills courses, the school districts from which said students graduated, the year in which they graduated, the basic skill areas that required remedial instruction, and the credit hours earned in remedial courses.
- 11.2 All institutions providing basic skills courses shall submit the required files to the Missouri Department of Higher Education, following its prescribed data definitions and reporting dates. Precise reporting instruments will be developed in collaboration with institutions.
- 11.3 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. Following are some examples of possible data to be collected:
- The number of students who take basic skills courses,
 - The costs of providing basic skills courses, and
 - The students who successfully complete said basic skill courses:
 - Successfully complete the associated, entry, college-level course.
 - Complete the requirements for graduation.

12.0 Implementation and Evaluation of Program Innovation

- 12.1 Institutions need to identify new strategies and interventions that can increase student and institutional performance in developmental education.
- 12.2 Meaningful data collection and precise analysis should be used to assess the effectiveness of developmental education programs.

Instructors should complete course assessments on regular, periodic intervals that evaluate success of student learning objectives. Results will be used to improve instruction, assessment, etc.

- 12.3 A program review for remedial or developmental education should be completed that includes intermediate measures and milestones that developmental education students must pass en route to final success measures like graduation and transfer should be established. As a result, it is important to understand further the relationship between intermediate measures and final success, e.g. graduation, transfer, and persistence toward a credential. Furthermore, performance incentives, e.g. performance funding, can drive institutions to focus on helping their students meet state developmental education goals.

13.0 Process and Procedures

- 13.1 In order to comply with sections [to be determined with final draft] and [to be determined, if necessary, with final draft] of this policy, each institution shall develop procedures that:
- a. Specify the test administration policy, including dates and location or test administrator (e.g., contract with another college).
 - b. Specify its practices for informing students regarding the availability of remedial courses, including any online courses.
 - c. Specify the practices for determining how the students who are identified as needing remedial courses have satisfied the remedial requirements.
 - d. Provide any financial information, including FTE generated by remedial courses and program costs, following prescribed data definitions and formats.
 - e. Establish appropriate processes for implementing the policy, including the collection of data for evaluative purposes.
- 13.2 Pursuant to RSMo, 173.750, MDHE must provide a high school feedback report to Missouri school districts on remediation of their recent high school graduates. For that report, recent high school graduates are defined as degree- and non-degree-seeking undergraduates who
- have graduated from a Missouri public or private high school (or its equivalent) during the previous academic year; or
 - are 17, 18, or 19 years of age if year of high school graduation is not provided by the higher education institution. Age will be calculated as of September 15 of the specified fiscal year.

13.3 The high school feedback report also will:

- Utilize a wide range of performance indicators to assess each step in the remedial student's pathway in order to gain a better understanding of students and their needs.
- Support the public reporting of student progress and success from high school and noncredit into developmental education and through postsecondary education.
- Use performance data to drive policy development and decision making, measuring the use of such data for this purpose on a continual basis.
- Support colleges' institutional research capacity to track student performance and programming innovation in developmental education.
- Provide a means to disseminate results of program assessment and best practices in developmental education to its colleges and other states.

14.0 Funding

14.1 The state of Missouri has committed to increasing the educational attainment of its citizens. Specifically, the state seeks to have at least 60 percent of the adult population holding a high-quality postsecondary credential. To reach that goal, Missouri must make appropriate investments in education, including those students who are underprepared for postsecondary work.

14.2 To that end, the state should consider the following:

14.3 Provide financial incentives to stimulate increased collaboration between secondary and postsecondary educational sectors to increase the college readiness of students.

14.4 Provide financial incentives to colleges for experimenting with innovative programs—flexible structure, delivery—to accelerate the path through and success in developmental education for students.

14.5 Reward colleges for making measurable improvements with academically underprepared students.

14.6 Support the success of academically underprepared students by providing funding specifically for tutoring, counseling and advising, and other learning assistance and support services that demonstrate success in retaining academically underprepared students.

14.7 Provide funding to secondary teacher education programs to explicitly focus on the development of skills needed to work with and support academically underprepared middle and high school students.

14.8 Support initial training and ongoing professional development of educators (both full-time and adjunct faculty) who work with and support the success of academically underprepared college students.

15.0 Definitions

15.1 *Developmental education*

Developmental education is a field of practice and research within higher education with a theoretical foundation in developmental psychology and learning theory. It promotes the cognitive and affective growth of all postsecondary learners, at all levels of the learning continuum. Developmental Education is sensitive and responsive to the individual differences and special needs among learners. Developmental Education programs and services commonly address academic preparedness, diagnostic assessment and placement, affective barriers to learning, and development of general and discipline-specific learning strategies.

15.2 *Remedial education/remediation*

Remedial education refers to coursework and programs designed to remedy a situation; that is, to teach students what they should already have learned. Remedial education seeks to improve the skills of underprepared students, both traditional and non-traditional, so that they may be successful in entry-level, credit-bearing courses.

15.3 *Gateway course*

A gateway or entry-level course refers to those college-level or foundational courses that are typically taken in a student's first year of study. Gateway courses carry college credit and count towards the requirements of a degree.

15.4 *Placement*

Placement refers to the tools and policies institutions use to assign incoming students to certain classes or programs that are suited to the student's academic readiness and ability. The most common placement decisions are in mathematics, English, and reading.

15.5 *First-Time Undergraduate*

As applied in this policy, a first-time undergraduate is a student enrolling in a higher education institution for the first time with no previous postsecondary experience. Enrollment in personal enrichment or vocational courses is not considered previous postsecondary experience. Prior enrollment as a high school student concurrently enrolled in a higher education institution does not preclude a student from being categorized as first-time.

Three groups of students are included in the definition of first-time undergraduate unless exempted below:

- i. first-time, degree-seeking undergraduates;
- ii. non-degree-seeking undergraduates who change to degree-seeking status; and
- iii. non-degree-seeking first-time undergraduates who have graduated from a Missouri public or private high school (or its equivalent) during the previous academic year.

15.6 *Exempt students*

Students who have completed either a college-level mathematics and college-level writing course or a remedial course (if required) in mathematics, writing, and reading are exempt from placement assessments that determine placement into non-credit-bearing remedial or developmental courses.

15.7 *College level courses*

Courses that apply to the graduation requirements of an academic degree.

15.8 *Assessment Tests*

Missouri accepts the assessment instruments listed below [currently being developed] for determining if the first-time student is college ready in mathematics, writing, and reading based on relevant cut scores.

AGENDA ITEM SUMMARY

AGENDA ITEM

Proprietary School Certification Actions and Reviews
Coordinating Board for Higher Education
December 10, 2014

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 September 4, 2014, Coordinating Board meeting are reported in the attachment to this item. In addition, 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.

Anthem Education

Anthem Education, Inc. (Anthem) is the parent corporation of institutions operating under the names of Anthem College, Florida Career College and Morrison University. Anthem operated three locations in Missouri: Anthem College-Kansas City, Anthem College-Maryland Heights, and Anthem College-Fenton. The Arizona campus of Anthem College was certified to recruit Missouri students.

Anthem advised MDHE on November 18, 2013, that the Anthem College-Kansas City campus was discontinuing all programs and was teaching-out all current active students. The scheduled closure date was June 30, 2014. While students were able to complete their programs of study with this institution, the current location of student records is unknown.

Anthem notified MDHE on July 15, 2014, it was closing the Maryland Heights and Fenton locations effective September 15, 2014. However, Anthem ceased school operations on August 22, 2014, and filed bankruptcy on August 25, 2014. Although a teach-out proposal was submitted to the Department, the plan was not approved due to inconsistencies and incomplete information within the document. As of the date of preparation of this board item, certain portions of the teach-out proposal, specifically those related to the return of unearned federal financial aid and student record maintenance, have not been fully executed. As a consequence, former Anthem College students have been directed to contact area schools that have agreed to work with these displaced students to complete their programs. However, some students have chosen to pursue loan forgiveness from the US Department of Education.

At this time, the MDHE is working with Anthem Interim CEO Sean Harding to locate all student records and to provide a systematic method for students to obtain copies of transcripts.

STATUTORY REFERENCE

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

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

Proprietary School Certification Program Actions and Reviews

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

Certificates of Approval Issued (Authorization for Instructional Delivery)

American Professional Driver Academy
Phillipsburg, Missouri

This private, for-profit school offers a nondegree program in diesel truck driver training. The mission of the school is to provide a positive training environment for students to acquire the knowledge and skills needed to become successful in the trucking industry. This school is not accredited.

Clayton Yoga
Clayton, Missouri

This for-profit institution offers a non-degree program to prepare students to become yoga instructors using a curriculum based on standards established by the Yoga Alliance. This school is not accredited.

Jane's House Studio
St. Charles, Missouri

This for-profit institution offers a non-degree program to prepare students to become yoga instructors. The program "is designed to give aspiring teachers the necessary knowledge, experience, and technical tools to teach a yoga practice that meets the multifaceted demands of today's practitioners." This school is not accredited.

Urshan College
Florissant, Missouri

This not-for-profit school offers baccalaureate degree programs in Christian ministry, music, and organizational leadership. The school's mission is to "educate, equip, and empower Apostolics for life and servant leadership in the church and the world." While Urshan College is not currently accredited, it is seeking candidacy status with the Higher Learning Commission. The College does operate under the governance of the Board of Trustees of the Urshan Graduate School of Theology, a school accredited by Commission on Accreditation of the Association of Theological Schools. As a requirement for continued certification, Urshan College must provide semiannual updates regarding its progress toward full accreditation with the Higher Learning Commission.

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

None

Exemptions Granted

Central Baptist Theological Seminary
St. Louis, Missouri

This not-for-profit institution was exempted as “a not for profit school that is accredited by the American Association of Bible Colleges, and Association of Theological Schools in the United States and Canada, or a regional accrediting association, such as the North Central Association.” The school will offer a Master of Divinity degree and a Diploma in Theological Studies at its location in St. Louis, Missouri. This school is accredited by the Association of Theological Schools as well as the Higher Learning Commission.

Faith Bible Training Center
Osage Beach, Missouri

This not-for-profit institution was exempted 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 certificates, associate degrees, baccalaureate, and graduate degrees in Theology or Pastoral Ministry. This school is not accredited.

Guarded Heart Bible College
St. Ann, Missouri

This not-for-profit institution was exempted 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 associate through doctoral degree programs in areas of Theology, Ministry, Biblical Studies, Mission, Divinity, Christian Counseling, Religious Philosophy, and Christian Education. This school is not accredited.

Applications Pending Approval (Authorization for Instructional Delivery)

Center for Advanced Dental Assisting
Wentzville, Missouri

This private for-profit school is seeking certification to offer a nondegree program in dental assisting. The school’s mission is to provide a high-tech, modern dental assisting program to prepare entry-level dental assistants. The school is not accredited.

LifePower
Ellisville, Missouri

This for-profit school, owned by a publicly traded corporation, is seeking certification to offer a nondegree program in yoga teacher training. The school's mission is "to help students gain the skills and knowledge necessary to achieve academic, personal, and professional success through obtaining career certification in a healthy way of life field." The school is not accredited.

Ozark Driving Institute
Cabool, Missouri

This private, for-profit school is seeking certification to offer nondegree 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.

The Graduate School of the Stowers Institute for Medical Research
Kansas City, Missouri

This private, not-for-profit school is seeking certification to offer a masters and a doctoral degree in Biology. The school's mission is to prepare researchers from around the world for the pursuit of innovative and creative investigations in the biological sciences. The school is currently exempt from certification standards as "a not for profit school owned, controlled and operated by a bona fide eleemosynary organization which provides instruction with no financial charge to its students and at which no part of the instructional cost is defrayed by or through programs of governmental student financial aid, including grants and loans, provided directly to or for individual students." The school is seeking voluntary certification with the state and intends to seek accreditation through the Higher Learning Commission.

Truck Dynasty Driving Academy
Springfield, Missouri

This private, for-profit school is seeking certification to offer a nondegree program in truck driver training. The school's mission is to provide the transportation industry with drivers who have the knowledge, skills and training to confidently enter the trucking industry. The school is not accredited.

Applications Pending Approval (Authorization Only to Recruit Students)

None

Schools Closed

Anthem College
Kansas City, Maryland Heights, and Fenton, Missouri

Anthem Colleges, accredited by the Accrediting Bureau of Health Education Schools, were for-profit institutions based in that offered certificate and associate degrees in allied

health fields. The schools parent corporation filed bankruptcy and closed in August 2014. Department staff continues to work with students to identify area schools in which the students may be able to complete their training and to provide information for students who choose to seek forgiveness of their federal student loans. The MDHE is also working closely with Anthem Education's Interim CEO to identify storage of all student related records as required by Missouri statutes.

Grantham University
Lenexa, Kansas

Grantham University, accredited by the Distance Education and Training Council, is a for-profit institution based in Lenexa, Kansas that offered undergraduate and master's degree programs primarily in business administration and nursing. The school operated a location in Kansas City, Missouri, but recently made the decision to relocate instructional operations to Kansas. For purposes of the certification program, this constitutes a school closure. 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.

Kaplan University-Online
Chicago, IL

Kaplan University, accredited by the Higher Learning Commission, is a for-profit institution approved to recruit students in Missouri for its undergraduate and graduate degree programs primarily in business, information technology, and criminal justice. The school recently made the decision to cease recruitment operations in Missouri as students may receive information and enroll through Kaplan University's St. Louis campus. For purposes of the certification program, this constitutes a school closure. 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.

Strayer University-Online
Washington, DC

Strayer University, accredited by the Middle States Commission on Higher Education, offers online undergraduate and graduate degree programs primarily in business, information technology, and criminal justice. The school recently made the decision to cease recruit operations in Missouri. For purposes of the certification program, this constitutes a school closure. 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.

The Stone Institute
Maryland Heights, Missouri

The Stone Institute was an unaccredited for-profit institution that was approved to offer a nondegree programs in therapeutic reflexology. The school recently made the decision to cease operations. 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

Fall 2014 Enrollment: A Preliminary Report
Coordinating Board for Higher Education
December 10, 2014

DESCRIPTION

The intent of this item is to present information regarding enrollment trends at Missouri's public colleges and universities. Enrollment information from independent institutions is still being aggregated and will be distributed at the CBHE meeting. Fall 2014 enrollment should be considered preliminary as additional corrections to the underlying data are possible.

The attachment includes several charts displaying enrollment figures delineated by sector and institution. There are separate charts for full-time equivalent (FTE) enrollment and enrollment based on headcount. Full-time equivalent enrollment is based on 15 hours for undergraduate students, 12 hours for graduate students, and varies by institution for professional students. Headcount enrollment counts the number of unique students enrolled at each institution.

Summary of Findings

Fall 2014 enrollment figures indicate a continued decline at most two-year institutions compared to fall 2013 (one-year trend) and fall 2011 (three-year). Overall, the two-year sector also has declined somewhat in headcount and FTE since fall 2009 (five-year). The public four-year sector has declined slightly in headcount and FTE since fall 2013 (one-year trend) and fall 2011 (three-year), but has gained slightly over the five-year trend:

- As of fall 2014, Missouri's public sector of postsecondary education enrolled about 252,900 students, representing a full-time equivalent enrollment of about 184,300.
- Total headcount enrollment for the public sector decreased by about 2,000 students or about .8 percent from fall 2013 to fall 2014, and FTE enrollment decreased by about 1,450, also about .8 percent.
- Public four-year institutions' headcount enrollment increased by about 3,900 students or about 2.6 percent from fall 2013 to fall 2014, and FTE enrollment increased by about 2,700 students or 2.3 percent.
- Headcount enrollment for public two-year colleges decreased by about 5,900 students or approximately 5.6 percent from fall 2013 to fall 2014, and FTE enrollment decreased by about 4,200 students or 6.1 percent.

Some historical data have also been adjusted to ensure auditors are excluded as accurately as possible from reported totals, as is also required in federal reporting. As noted previously, tables summarizing independent enrollment will be distributed at the meeting.

STATUTORY REFERENCE

N/A

RECOMMENDED ACTION

This is an information item only

ATTACHMENT(S)

Fall 2014 Enrollment Tables

TRENDS IN HEADCOUNT ENROLLMENT, FALL 2014
PUBLIC INSTITUTIONS

		2009	2010	2011	2012	2013	2014	1-year Change	3-year Change	5-year Change
Public Two-Year	Crowder College	4,495	5,219	5,408	5,575	5,845	5,710	-2.3%	5.6%	27.0%
	East Central College	4,203	4,471	4,127	4,043	3,900	3,606	-7.5%	-12.6%	-14.2%
	Jefferson College	5,788	6,192	6,007	5,494	5,194	4,883	-6.0%	-18.7%	-15.6%
	State Technical College	1,142	1,176	1,168	1,212	1,294	1,259	-2.7%	7.8%	10.2%
	Metropolitan Community College	19,487	21,266	21,256	20,151	19,234	18,202	-5.4%	-14.4%	-6.6%
	Mineral Area College	3,671	3,958	4,035	3,775	4,508	4,632	2.8%	14.8%	26.2%
	Missouri State University - West Plains	2,150	2,219	2,129	2,082	2,123	2,161	1.8%	1.5%	0.5%
	Moberly Area Community College	4,945	5,440	5,661	5,294	5,793	5,444	-6.0%	-3.8%	10.1%
	North Central Missouri College	1,638	1,832	1,802	1,786	1,775	1,720	-3.1%	-4.6%	5.0%
	Ozarks Technical Community College	12,880	13,901	15,177	15,123	14,798	14,393	-2.7%	-5.2%	11.7%
	St. Charles Community College	7,814	8,202	8,174	7,642	7,396	7,153	-3.3%	-12.5%	-8.5%
	St. Louis Community College	28,009	29,128	29,230	26,613	24,009	21,218	-11.6%	-27.4%	-24.2%
	State Fair Community College	4,263	4,823	5,073	5,115	5,185	4,981	-3.9%	-1.8%	16.8%
	Three Rivers Community College	3,527	3,730	4,234	4,651	4,399	4,201	-4.5%	-0.8%	19.1%
Sector Subtotal	104,012	111,568	113,563	108,585	105,482	99,563	-5.6%	-12.3%	-4.3%	
Public Four-Year	Harris Stowe State University	1,886	1,716	1,584	1,484	1,298	1,280	-1.4%	-19.2%	-32.1%
	Lincoln University	3,309	3,349	3,388	3,205	3,043	3,117	2.4%	-8.0%	-5.8%
	Missouri Southern State University	5,702	5,802	5,591	5,417	5,616	5,613	-0.1%	0.4%	-1.6%
	Missouri State University	20,348	20,411	20,274	20,628	21,265	21,813	2.6%	7.6%	7.2%
	Missouri University of Science & Technology	6,811	7,205	7,521	7,645	8,129	8,640	6.3%	14.9%	26.9%
	Missouri Western State University	5,704	6,099	6,259	6,056	5,802	5,863	1.1%	-6.3%	2.8%
	Northwest Missouri State University	7,073	7,138	7,222	6,830	6,483	6,718	3.6%	-7.0%	-5.0%
	Southeast Missouri State University	10,809	11,067	11,456	11,672	11,866	12,039	1.5%	5.1%	11.4%
	Truman State University	5,762	6,032	6,098	6,226	6,215	6,241	0.4%	2.3%	8.3%
	University of Central Missouri	11,187	11,345	11,637	11,878	12,513	13,379	6.9%	15.0%	19.6%
	University of Missouri-Columbia	31,237	32,341	33,762	34,704	34,616	35,425	2.3%	4.9%	13.4%
	University of Missouri-Kansas City	14,799	15,259	15,473	15,990	15,718	16,146	2.7%	4.3%	9.1%
	University of Missouri-St. Louis	16,531	16,791	16,809	16,705	16,809	17,072	1.6%	1.6%	3.3%
	Sector Subtotal	141,158	144,555	147,074	148,440	149,425	153,346	2.6%	4.3%	8.6%
Statewide Totals - Publics		245,170	256,123	260,637	257,025	254,907	252,909	-0.8%	-3.0%	3.2%

TRENDS IN FTE ENROLLMENT, FALL 2014
PUBLIC INSTITUTIONS

		2009	2010	2011	2012	2013	2014	1-year Change	3-year Change	5-year Change
Public Two-Year	Crowder College	2,833	3,309	3,407	3,464	3,614	3,642	0.8%	6.9%	28.5%
	East Central College	2,696	2,919	2,686	2,626	2,511	2,342	-6.7%	-12.8%	-13.1%
	Jefferson College	4,026	4,290	4,061	3,776	3,523	3,319	-5.8%	-18.3%	-17.6%
	State Technical College	1,116	1,133	1,161	1,236	1,325	1,276	-3.7%	9.9%	14.4%
	Metropolitan Community College	12,036	13,014	12,713	12,216	11,841	11,050	-6.7%	-13.1%	-8.2%
	Mineral Area College	2,650	2,848	2,901	2,751	3,521	3,670	4.2%	26.5%	38.5%
	Missouri State University - West Plains	1,588	1,553	1,466	1,426	1,444	1,434	-0.7%	-2.2%	-9.7%
	Moberly Area Community College	3,356	3,725	3,817	3,745	3,759	3,510	-6.6%	-8.0%	4.6%
	North Central Missouri College	1,208	1,229	1,216	1,170	1,165	1,125	-3.4%	-7.5%	-6.9%
	Ozarks Technical Community College	8,499	9,241	10,028	9,972	9,745	9,237	-5.2%	-7.9%	8.7%
	St. Charles Community College	5,122	5,391	5,458	5,066	4,846	4,738	-2.2%	-13.2%	-7.5%
	St. Louis Community College	21,437	17,997	17,763	16,164	14,631	12,847	-12.2%	-27.7%	-40.1%
	State Fair Community College	2,972	3,320	3,468	3,399	3,473	3,200	-7.9%	-7.7%	7.7%
	Three Rivers Community College	2,501	2,694	2,950	3,234	3,140	2,991	-4.7%	1.4%	19.6%
Sector Subtotal	72,039	72,667	73,148	70,249	68,542	64,381	-6.1%	-12.0%	-10.6%	
Public Four-Year	Harris Stowe State University	1,498	1,352	1,263	1,188	1,053	1,052	-0.1%	-16.7%	-29.8%
	Lincoln University	2,416	2,471	2,498	2,271	2,155	2,284	6.0%	-8.6%	-5.5%
	Missouri Southern State University	4,531	4,618	4,358	4,296	4,400	4,415	0.3%	1.3%	-2.6%
	Missouri State University	16,228	16,440	16,295	16,435	16,764	17,135	2.2%	5.2%	5.6%
	Missouri University of Science & Technology	5,861	6,162	6,377	6,453	6,794	7,277	7.1%	14.1%	24.2%
	Missouri Western State University	4,462	4,783	4,830	4,590	4,416	4,413	-0.1%	-8.6%	-1.1%
	Northwest Missouri State University	5,857	5,921	5,930	5,663	5,482	5,641	2.9%	-4.9%	-3.7%
	Southeast Missouri State University	8,367	8,888	9,201	9,320	9,334	9,478	1.5%	3.0%	13.3%
	Truman State University	5,511	5,677	5,671	5,615	5,609	5,535	-1.3%	-2.4%	0.4%
	University of Central Missouri	8,807	9,032	9,261	9,442	9,850	10,413	5.7%	12.4%	18.2%
	University of Missouri-Columbia	26,787	27,838	29,021	29,845	29,875	30,526	2.2%	5.2%	14.0%
	University of Missouri-Kansas City	10,596	11,043	11,256	11,387	11,391	11,552	1.4%	2.6%	9.0%
	University of Missouri-St. Louis	10,030	10,228	10,189	10,121	10,102	10,203	1.0%	0.1%	1.7%
	Sector Subtotal	110,952	114,453	116,150	116,625	117,225	119,924	2.3%	3.2%	8.1%
Statewide Totals - Publics		182,991	187,120	189,298	186,874	185,767	184,305	-0.8%	-2.6%	0.7%

AGENDA ITEM SUMMARY

AGENDA ITEM

Innovation Education Partnerships Update
Coordinating Board for Higher Education
December 10, 2014

DESCRIPTION

In December 2013, the Coordinating Board for Higher Education directed MDHE staff to develop the administrative rule as directed by statute to implement the Innovation Education Campus legislation (Senate Bill 381). This agenda item provides an update on the progress of this effort.

Background

In April 2014, the CBHE approved the language for the Innovation Education Campuses administrative rule. Included here for reference is the draft rule itself (Attachment A).

As reported at the April 2014 CBHE meeting, the draft rule language closely mirrors the authorizing statute. Additional definitions were added to provide clarity of responsibilities and to ensure consistent understanding of key terms not defined in the statute. The language taken from the statute has been reorganized to better fit within administrative rule parameters. Clarifying language was added in several areas to ensure clear direction regarding the funding and review processes. Those include the following:

- The draft rule confirms that the annual CBHE unified budget will include a request for funding innovation campuses. The rule outlines the process for submitting those budget requests to the department. It also identifies the required components of the appropriation requests and establishes certain priorities for funding decisions on those requests by the CBHE.
- The draft rule establishes the process for both the annual and five-year review of innovation campuses and clarifies that those reviews are limited to innovation campuses that have received funding under the statute.
- The draft rule clarifies that the application of the six verification requirements can be met by the innovation campus even if the campus operations have not matured sufficiently to directly address a criterion. For example, the reference to decreasing the time to graduation for students is not interpreted as requiring an innovation campus to have produced graduates in order to receive funding.

Status

The rule has nearly completed its journey through the rulemaking process. MDHE did not receive any public comments on the rule. The rule will next be filed with the Joint Committee on Administrative Rules and the Secretary of State before being published again in the Missouri Register. MDHE staff anticipates the rule will become effective in late March or early April of 2015.

Last summer, MDHE staff began developing a process for designating new partnerships as Innovation Education Partnerships. Staff sought to create a policy that would be fair and comprehensive and comply with statutory requirement. MDHE Guidelines for Designation as an Innovation Education Partnership is attached for your information.

For initial designation as an IEP, a proposed consortium must submit to MDHE a written request that provides clear evidence of meeting the following conditions:

- The proposed IEP consists of at least one each of the following entities:
 1. A Missouri high school or K-12 school district;
 2. A Missouri four-year public or independent higher education institution;
 3. A Missouri two-year public higher education institution or the State Technical College of Missouri;
 4. A Missouri-based business or businesses.
- A letter signed jointly by all of the partners listed above that affirms their commitment to and their agreement with the policy will suffice as documentation of meeting this requirement.
- The partnership must explain how it will meet the following criteria:
 1. It is actively working to lower the cost for students to complete a college degree;
 2. The program decreases the general amount of time required for a student to earn a college degree;
 3. It provides applied and project-based learning experiences for its students and leverages curriculum developed in consultation with its Missouri-based business and industry partners;
 4. Students graduate with direct access to internship, apprentice, part-time or full-time career opportunities with its Missouri-based business partner(s);
 5. It engages and partners with industry stakeholders in ongoing program development and program outcomes review.

To remain eligible to receive moneys from the Innovation Education Partnership Fund, the partnership shall annually verify to the CBHE that it has satisfied the criteria listed above. Once this verification is completed, the partnership may receive moneys from the fund if the general assemble appropriates money to the funds. If the moneys are appropriated, the allocation of those moneys among the partners shall be determined through the appropriations process. To be included in the appropriation request, an IEP must submit a request to MDHE by August 1 each year on forms provided by MDHE. Moneys appropriated to the Innovation Education Campus Fund shall not be considered part of the annual appropriations to any institution of higher education or any school district. Private funds received by the partnership shall not be placed in the fund.

MDHE has received a proposal from the Northland Center for Advanced Professional Studies seeking designation as an Innovation Educational Partnership. After review, the Commissioner of

Higher Education has designated the Northland CAPS an Innovation Educational Partnership. With this designation, Northland CAPS is eligible to request funding from the Innovation Education Campus Fund, if and when the Missouri General Assembly provides the appropriation. To remain eligible to receive moneys from the Innovation Education Campus Fund, the partnership shall annually verify to CBHE that it continues to meet the criteria established in subsection 178.1100.4., RSMo and in Sections 2 and 3 of the pending administrative rule.

Conclusion

MDHE staff will refine these processes as more information becomes available, and welcomes ideas and suggestions for improvement.

STATUTORY REFERENCE

Section 178.1100, RSMo – Innovation Education Campuses

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

Attachment A – Proposed Innovation Education Campus Administrative Rule

Attachment B – Section 178.1100 – Innovation Education Campuses

Attachment C – MDHE Guidelines for Designation as an Innovation Education Partnership

**Title 6—DEPARTMENT OF HIGHER EDUCATION
Division 10—Commissioner of Higher Education
Chapter 6—Establishment of New Institutions and Instructional Sites**

PROPOSED RULE

6 CSR 10-6.040 Innovation Education Campuses

PURPOSE: This rule establishes the policies and procedures for innovation education campuses to receive funding from the Innovation Education Campus Fund established by section 178.1100, RSMo. The rule also establishes the procedures to be used by the Coordinating Board for Higher Education in confirming the campuses meet the statutory criteria and in conducting the five- (5-) year review prescribed by the statute.

(1) Definitions.

(A) College degree, a credential awarded for the completion of an organized program of postsecondary study with the designation of associate or bachelor, regardless of the program of study.

(B) Coordinating Board, the Coordinating Board for Higher Education created by Section 52 of the Missouri Constitution.

(C) Commissioner of Higher Education, the chief executive officer of the Missouri Department of Higher Education as appointed by the Coordinating Board.

(D) Innovation campus, an educational partnership consisting of at least one (1) of each of the following entities:

1. A local Missouri high school or K-12 school district;
2. A Missouri four- (4-) year public or private higher education institution;
3. A Missouri-based business or businesses; and
4. A Missouri two- (2-) year public higher education institution or State Technical College of Missouri.

(E) Innovation campus fund, the Innovation Education Campus Fund created by section 178.1100, RSMo, to fund the instruction provided through an innovation campus.

(F) MDHE, Missouri Department of Higher Education as established in section 173.005, RSMo.

(2) Innovation Campus Fund.

(A) The commissioner of higher education shall administer the fund.

(B) The coordinating board will include in its annual unified budget request to the governor and the General Assembly an appropriation to the innovation campus fund.

(C) To be included in the appropriation request, an innovation campus must submit a request to the MDHE by August 1 on forms provided by the MDHE. The request shall include, at a minimum, the following:

1. Identification of all entities partnering in the innovation campus;
2. Identification of the public institution that serves as the fiscal agent for the innovation campus;

3. A detailed request for funds that includes activities to be supported by the appropriation and the proposed allocation of funds between the partner entities; and

4. If the innovation campus has received funding in a prior year, a report of the performance of the innovation campus for the previous fiscal year regarding how the campus has made progress on the verification requirements in subsections (3)(A) and (3)(B) listed below.

(D) Priority will be given to requests that focus on the following:

1. Direct costs for the delivery of instruction through the innovation campus borne by the partnering postsecondary education institutions;

2. Reduction or elimination of costs to students of college credit coursework completed before matriculation, including but not limited to dual credit, Advanced Placement, and other early college programs;

3. Reductions in cost and/or time to completion for students enrolled at the innovation campus; and

4. Direct contributions by business and industry partners, either financial or in-kind.

(E) An innovation education campus must annually verify to the coordinating board that it satisfies all of the criteria listed in section (3) of this rule.

1. Verification shall be provided to the Coordinating Board by May 15 on forms and in the manner prescribed by the MDHE.

2. Upon confirmation by action of the Coordinating Board that the criteria are satisfied, moneys from the fund will be disbursed as allocated in the appropriation.

(F) The allocation between partners in an innovation campus of funds appropriated to the innovation campus fund is determined through the appropriations process.

(3) Verification Requirements. An innovation campus may receive moneys from the fund upon verification to the Coordinating Board that the following criteria have been met:

(A) The innovation campus demonstrates it is actively working to lower the cost for students to complete a college degree, compared to students not enrolled at an innovation campus in the same or similar degree programs;

(B) The programs of instruction delivered through the innovation campus decrease the time required for a student to earn a college degree, compared to students not enrolled at an innovation campus in the same or similar degree programs;

(C) The innovation campus provides applied and project-based learning experiences for students;

(D) The curriculum delivered through the innovation campus is developed in consultation with partner Missouri business and industry representatives;

(E) The programs of instruction delivered through the innovation campus include direct access to internship and/or apprentice opportunities as well as part-time or full-time employment at Missouri-based businesses partnered with the innovation campus; and

(F) The innovation campus engages and partners with industry stakeholders in ongoing program development and program outcomes review.

(4) The Coordinating Board will conduct a review every five (5) years of any innovation campus that receives funds from the innovation campus fund to verify ongoing compliance with the requirements of section (3) of this rule.

(A) This review shall occur five (5) years after the innovation campus received its first funds from the innovation campus fund.

(B) Continuous funding during the five- (5-) year review period is not required in order for the innovation campus to be subject to this review.

(C) The innovation campus must submit a five- (5-) year report at the request of the Coordinating Board in the form and manner prescribed by the Coordinating Board.

(D) The Coordinating Board review may include information from any sources it deems appropriate.

1. The Coordinating Board will consult with and take input from each entity that is a partner to an innovation education campus.

2. Business and industry involved in an innovation education campus, either financially or through in-kind support, may provide feedback to the Coordinating Board regarding the curriculum, courses, and investment quality of the innovation education campus.

AUTHORITY: section 178.1100, RSMo Supp. 2013. Original rule filed Sept. 15, 2014.

PUBLIC COST: This proposed rule will not cost state agencies or political subdivisions more than five hundred dollars (\$500) in the aggregate.

PRIVATE COST: This proposed rule will not cost private entities more than five hundred dollars (\$500) in the aggregate.

*NOTICE TO SUBMIT COMMENTS: Anyone may file a statement in support of or in opposition to this proposed rule with the Missouri Department of Higher Education, Attention Kelli Reed, PO Box 1469, Jefferson City, MO 65102-1469. To be considered, comments must be received within thirty (30) days after publication of this notice in the **Missouri Register**. No public hearing is scheduled.*

Missouri Revised Statutes

Chapter 178 **Special Schools and Instruction and Special Districts** **Section 178.1100**

August 28, 2013

Definitions--fund created, use of moneys--review by coordinating board-- rulemaking authority.

178.1100. 1. As used in this section, except in those instances where the context states otherwise, the following words and phrases shall mean:

(1) "Innovation education campus" or "innovation campus," an educational partnership consisting of at least one of each of the following entities:

(a) A local Missouri high school or K-12 school district;

(b) A Missouri four-year public or private higher education institution;

(c) A Missouri-based business or businesses; and

(d) A Missouri two-year public higher education institution or State Technical College of Missouri*;

(2) "Innovation education campus fund" or "fund," the fund to be administered by the commissioner of higher education and in the custody of the state treasurer created under this section to fund the instruction of an innovation campus.

2. There is hereby created in the state treasury the "Innovation Education Campus Fund." The commissioner of higher education shall administer the fund. The state treasurer shall be custodian of the fund and may approve disbursements from the fund in accordance with sections 30.170 and 30.180. Upon appropriation, money in the fund shall be used solely for the administration of this section. Notwithstanding the provisions of section 33.080 to the contrary, any moneys remaining in the fund at the end of the biennium shall not revert to the credit of the general revenue fund. The state treasurer shall invest moneys in the fund in the same manner as other funds are invested. Any interest and moneys earned on such investments shall be credited to the fund.

3. The general assembly may appropriate moneys to the fund that shall be used to fund the program of instruction at any innovation education campus.

4. Participating institutions, as provided in this section, may receive moneys from the fund when the following criteria are satisfied:

(1) The innovation education campus demonstrates it is actively working to lower the cost for students to complete a college degree;

(2) The program at the innovation education campus decreases the general amount of time required for a student to earn a college degree;

(3) The innovation education campus provides applied and project-based learning experiences for students and leverages curriculum developed in consultation with partner Missouri business and industry representatives;

(4) Students graduate from the innovation education campus with direct access to internship, apprentice, part-time or full-time career opportunities with Missouri-based businesses that are in partnership with the innovation education campus; and

(5) The innovation education campus engages and partners with industry stakeholders in ongoing program development and program outcomes review.

5. The existing Missouri innovation campus, consisting of the University of Central Missouri, a school district with a student enrollment between seventeen thousand and nineteen thousand students that is located in any county with a charter form of government and with more than six hundred thousand but fewer than seven hundred thousand inhabitants, a community college located in any county with a charter form of government and with more than six hundred thousand but fewer than seven hundred thousand inhabitants, and private enterprises, has satisfied these criteria and is eligible for funding under this section.

6. The coordinating board for higher education shall conduct a review every five years of any innovation education campus to verify ongoing compliance with the requirements of subsection 4 of this section, including the Missouri innovation campus identified in subsection 5 of this section. As part of its review, the coordinating board shall consult with and take input from each entity that is a partner to an innovation education campus. Business and industry involved in an innovation education campus, either financially or through in-kind support, may provide feedback regarding the curriculum, courses and investment quality of the innovation education campus to the coordinating board.

7. Any innovation education campus shall annually verify to the coordinating board for higher education that it has satisfied the criteria established in subsection 4 of this section. Upon verification that the criteria are satisfied, moneys from the fund shall be disbursed.

8. If the general assembly appropriates moneys to the fund, the allocation of moneys between entities partnered in an innovation education campus for purposes of operating the innovation education campus shall be determined through the appropriations process. Moneys appropriated to the fund shall not be considered part of the annual appropriation to any institution of higher education or any school district. If an innovation education campus, or any entity that has

partnered to create and operate an innovation education campus, receives private funds, such private funds shall not be placed in the fund created in this section.

9. The coordinating board for higher education shall promulgate rules and regulations to implement the provisions of this section. Nothing in this section is intended to conflict with or supercede rules or regulations promulgated by the coordinating board for higher education. Any rule or portion of a rule, as that term is defined in section 536.010, that is created under the authority delegated in this section shall become effective only if it complies with and is subject to all of the provisions of chapter 536 and, if applicable, section 536.028. This section and chapter 536 are nonseverable and if any of the powers vested with the general assembly pursuant to chapter 536 to review, to delay the effective date, or to disapprove and annul a rule are subsequently held unconstitutional, then the grant of rulemaking authority and any rule proposed or adopted after August 28, 2013, shall be invalid and void.

(L. 2013 S.B. 381)

*"Linn State Technical College" appears in original rolls. The name of the college was changed by H.B. 673, 2013, effective 7-01-14.



Guidelines for Designation as an Innovation Education Partnership

To be designated as an Innovation Education Partnership (IEP), the proposed consortium must submit a written request to the Coordinating Board for Higher Education for the board's consideration. The request must provide clear evidence that the following conditions are met:

I. Innovation Education Partnership

- A. An Innovation Education Partnership (IEP) is an educational partnership that consists at least one of each of the following entities:
 1. A Missouri high school or K-12 school district;
 2. A Missouri four-year public or independent higher education institution;
 3. A Missouri two-year public higher education institution or the State Technical College of Missouri;
 4. A Missouri-based business or businesses.
- B. A jointly-signed letter, from all of the partners listed above, affirming their commitment to and their agreement with the policy will suffice as documentation to meet this requirement.

II. Criteria for Designation as IEP

- A. In order to be considered for designation as an IEP, and in order to receive moneys from the Innovation Education Partnership Fund (if and when the legislature provides the appropriation) , the partnership must describe how it will meet each of the following criterion:
 1. It is actively working to lower the cost for students to complete a college degree;
 2. Its program decreases the general amount of time required for a student to earn a college degree;
 3. It provides applied and project-based learning experiences for its students and leverages curriculum developed in consultation with its Missouri-based business and industry partners;
 4. Students graduate with direct access to internship, apprentice, part-time or full-time career opportunities with its Missouri-based business partner(s);
 5. It engages and partners with industry stakeholders in ongoing program development and program outcomes review.

III. Continued eligibility

- A. To remain eligible to receive moneys from the Innovation Education Partnership Fund, the partnership shall annually verify to CBHE that it has satisfied the criteria in section II of these guidelines (listed above).

- B. Once this verification is completed, the partnership may receive moneys from the fund if the general assemble appropriates moneys to the fund. If the moneys are appropriated, the allocation of those moneys among the partners shall be determined through the appropriations process. Moneys appropriated to the Innovation Education Campus Fund shall not be considered part of the annual appropriations to any institution of higher education or any school district. Private funds received by the partnership shall not be placed in the fund.
- C. To be included in the appropriation request, an IEP must submit a request to MDHE by August 1 on forms provided by MDHE. The request shall include the following:
 - 1. Identification of all entities partnering in the innovation education campus.
 - 2. Identification of the public institution that serves as the fiscal agent for the partnership.
 - 3. A detailed request for funds that includes activities to be supported by the appropriation and the proposed allocation of funds between the partner entities.
 - 4. If the partnership has received funding in a prior year, a report of the performance of the innovation campus for the previous fiscal year regarding how the campus has made progress on the verification requirements 5.a and 5.b listed below.
 - 5. Priority will be given to requests that focus on the following:
 - a. Direct costs for the delivery of instruction through the partnership borne by the partnering postsecondary education institutions.
 - b. Reduction or elimination of costs to students of college credit coursework completed before matriculation, including but not limited to dual credit, Advance Placement, and other early college programs.
 - c. Reductions in cost and/or time to completion for students enrolled in a program offered by the partnership
 - d. Direct contributions by business and industry partners, either financial or in-kind.

IV. Termination

- A. The Partnership letter referenced in section I of these guidelines shall provide for the withdrawal of individual partners from the IEP and define sufficient notification of such intent.

AGENDA ITEM SUMMARY

AGENDA ITEM

Missouri Mathematics Summit and Mathematics Pathways Taskforce
Coordinating Board for Higher Education
December 10, 2014

DESCRIPTION

The Missouri Department of Higher Education, with support from a number of partners, including the Council of Chief State Officers, American Association of State Colleges and Universities, State Higher Education Executive Officers Association, and Complete College America, hosted the Missouri Mathematics Summit on September 12, 2014, in Columbia, Missouri.

The Missouri Mathematics 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. The summit provided attendees the opportunity to network with their colleagues, to discuss best practices in postsecondary mathematics reform, and to share current mathematics pathways initiatives at their institutions.

In September 2014, the Missouri Department of Higher Education was one of six states chosen to participate in a grant-funded mathematics pathways project by Complete College America, in collaboration with the Charles A. Dana Center at the University of Texas-Austin. This project will involve a two-year commitment by the department with the goal being to work towards building mathematics pathways that will "dramatically increase the percentage of students who pass gateway math courses and enter programs of study in one academic year."

Participation in this grant-funded project required the department to establish a statewide mathematics pathways taskforce. The department identified 26 volunteers (mathematics faculty, mathematics department chairs, etc.) from both public and independent two-year and four-year institutions to participate on the Missouri Mathematics Pathways Taskforce. The Taskforce's charge will be to explore options and make recommendations that will significantly increase students' success rates in mathematics gateway courses and the percentage of students completing degree programs all without compromising the integrity of the mathematics.

The Missouri Mathematics Pathways Taskforce will be on a tight schedule throughout 2015. The first meeting of the Missouri Mathematics Pathways Taskforce was held on October 30, 2014, and the second meeting was held on November 20, 2014. The department will continue to provide updates to the Coordinating Board for Higher Education regarding the work of the Taskforce and progress to date regarding all mathematics pathways efforts in Missouri.

STATUTORY REFERENCE

none

RECOMMENDED ACTION

This is an information item only.

ATTACHMENTS

Attachment

AGENDA ITEM SUMMARY

AGENDA ITEM

State Authorization Reciprocity Agreement
Coordinating Board for Higher Education
December 10, 2014

DESCRIPTION

The State Authorization Reciprocity Agreement is the product of a nationwide effort to create a system of reciprocity among state regulatory agencies for the delivery of distance education. This item is intended to request approval to proceed with filing the related administrative rule with the Secretary of State and to submit the application to the Midwest Higher Education Compact for Missouri to participate in the SARA process.

Background

The fundamental goal of SARA is to provide a national solution to barriers created by states having different regulations regarding oversight of distance education institutions and programs. These regulations may result in varied levels of student protection and quality assurance. Representatives from the Council of State Governments, the Presidents' Forum, the Commission on the Regulation of Postsecondary Distance Education and the four regional compact organizations worked together to establish the National Council for State Authorization Reciprocity Agreements. The purpose of NC-SARA is to ensure the SARA initiative offers a national solution rather than separate regional solutions.

SARA in the Midwest Region

The Midwestern Higher Education Compact is the regional compact in which Missouri participates. MHEC employed staff to assist member states as they prepared to sign on to the reciprocity agreement. With the exception of Michigan and Wisconsin, all of the MHEC member states have passed legislation to authorize participation in SARA. As of November 24, 2014, five of the 12 MHEC member states (Indiana, Kansas, Missouri, Nebraska and North Dakota) have been approved to participate in SARA.

SARA in Missouri

In order to successfully complete an application for participation by Missouri, the CBHE developed a regulatory framework and process for implementing the SARA requirements. A draft of the related administrative rule was provided to the MHEC SARA Steering Committee in October and was recommended for approval by the MHEC Board, pending approval by the CBHE.

At the November special meeting, the CBHE approved the rule for filing with the Secretary of State and the submission of the Missouri application to MHEC for approval. On November 16, 2014, the MHEC Board approved the application and Missouri became a participant in the SARA process.

Coordinating Board for Higher Education
December 10, 2014

MDHE staff has begun the standard rulemaking process with the Office of the Secretary of State, which also includes a public comment period. In addition, the MDHE staff is working to finalize the process for receiving and approving institutional applications for participation and for establishing the related fees authorized to cover the cost of program administration. Current plans are to begin accepting and reviewing institutional application on or shortly after December 15.

STATUTORY REFERENCE

Chapter 173.030, RSMo,

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

STATUTORILY REQUIRED FUNCTIONS OF THE CBHE/MDHE

(as of May 31, 2011)

Fiscal

- Establish guidelines for appropriation requests by public 4-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)
- Request appropriations based on number of students receiving Pell grants (§ 173.053)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 CBHE (§ 173.030(4))
- Request appropriations to match USAID 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 DESE a comprehensive assessment of postsecondary vocational technical education in the state (§ 178.637.2)²
- Collect information and develop comparable data for all institutions of higher education in the state and use it to delineate areas of competence of each of these institutions and for any other purposes the CBHE deems appropriate (§ 173.005.2(8))
- Establish state and institution-specific performance measures by July 1, 2008 (§ 173.1006.1)
- Conduct institutional mission reviews every 5 years (§ 173.030(7))
- Review and approve applications from institutions for statewide missions (§ 173.030(8))
- Issue annual report to Governor and General Assembly (§ 173.040)
- Report to Joint Committee on Education (§ 173.1006.2)

¹ Requirement established in 1988 and required determining in that year the number of students then receiving maximum Pell grants and using that figure in subsequent year appropriation requests. Apparently, this has never been done.

² 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.

Academic Programs

- Review public and independent academic programs and approve public programs (includes out-of-state coming to Missouri) (§§ 173.005.2(1) & (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 extent to which courses of instruction in the Constitution of the U.S. and of MO and in American history should be required beyond high school and in colleges and universities (§ 170.011.1)
- Establish guidelines that facilitate transfer of students between institutions (§ 173.005.2(7))
- Administer the Studies in Energy Conservation Fund in collaboration with 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)

Institutional Relationships

- Coordinate reciprocal agreements between or among institutions at the request of one or more of the parties (§ 173.030(5))
- Encourage cooperative agreements between public 4-year institutions that do not offer graduate degrees and those that do offer them for purposes of offering graduate degree programs on the campuses of the public 4-year institutions that do not otherwise offer graduate degrees (§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 for institutional decisions relating to residence status of students (§ 173.005.2(6))
- 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 to govern all public institutions of higher education that do not have their own 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 state board of education (DESE) 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 the form of surveys to be used for local jurisdictions to use in 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
 - Making 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 CBHE 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 Aid³

- 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)
- 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 categories of employees permanently disabled or their spouses or children or survivors in the event of the employee’s death (§ 173.260.2 & .4)
- Administer the Marguerite Ross Barnett Competitiveness Scholarship Program for part-time students who work (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 Missouri Prospective Teacher Loan Fund (§§ 168.580.4, .585 & .590)*
- Administer the Minority Teaching Scholarship Program (§ 161.415)
- Administer the Minority and Underrepresented Environmental Literacy Program (§ 173.240)
- *Administer the Missouri Educational Employees’ Memorial Scholarship Program for children of educational employees who died while employed by a MO school district (need*

³ Entries in italics historically have not had funds appropriated to them by the General Assembly and so require no ongoing activity by the department.

based; funded by voluntary donations from paychecks of employees of public school districts) (§ 173.267.4)

- *Administer the Higher Education Artistic Scholarship Program (§ 173.724.3)*
- *Administer the Higher Education Graduate Study Scholarship Program, for areas of study designated by the CBHE as it determines reflect manpower needs for the state (§ 173.727.3)*
- 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 waiver 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 Undergraduate Scholarship Program (for math and selected sciences and teacher education in math, science and foreign languages) (§ 173.198.1)*
- *Administer the Graduate Fellowship Program (for math, selected sciences and foreign languages) (§ 173.199.1)*
- 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 Program⁴

- 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
 - Providing information to students and families on college planning, career preparation, and paying for college
 - Administering claims
 - Provide marketing and customer assistance
 - Compliance
- Provide information on types of financial assistance available to pursue a postsecondary education (§ 167.278)

⁴ 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.

- 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 MO certificate or degree granting schools (§ 173.604.1)
- License and oversee some not-for-profit MO certificate or degree granting schools (§§ 173.604.1 & 173.616.1)
- License and oversee out-of-state higher education institutions offering instruction in MO (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-MO institutions (§ 173.602)
- Require annual recertification (§ 173.606.1)

Assignments in Statute to Serve on other State Boards

- MOHELA (both the commissioner and a CBHE 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

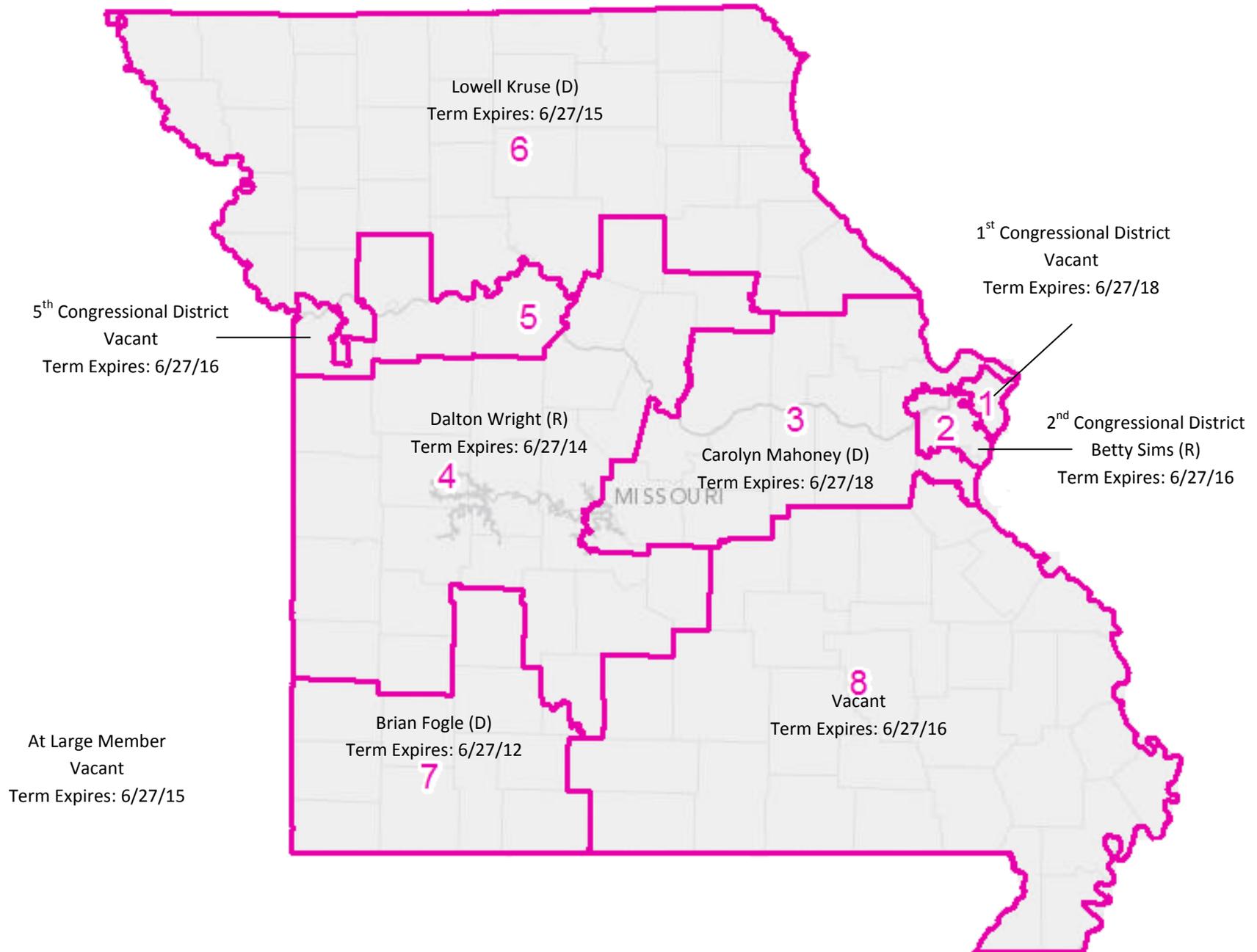
- Administer the Nurse Education Incentive Program (§ 335.203)
- Administer the Improving Teacher Quality Grant Program (§§ 168.585(1), 173.050(2), Pub. Law 107-110, Title II of the Elementary and Secondary Education Act: The No Child Left Behind Act of 2001)

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



Granting Organization	Responsibility	Award Amount
Broadband Technology Opportunities Program (BTOP)	Community colleges participating in the grant are: Jefferson College Metropolitan Community College Mineral Area College Moberly Area Community College Ozarks Technical College St. Louis Community College Three Rivers Community College	\$4.9 million
<p>Description: Awarded September 2010 Establish 23 community computing centers in geographic areas that serve vulnerable populations Partner with six community colleges All centers established, most open and offering free digital literacy classes</p> <p>Upcoming Meeting(s): N/A</p>		
Expires August 31, 2013		
College Access Challenge Grant (CACG)	MDHE Contact: Leroy Wade and Derrick Haulenbeek, Financial Assistance, Outreach, and Proprietary Certification	\$2,249,306 with approximately 1.5 million of those funds allocated for sub-grants
<p>Description: First awarded: August 14, 2008. Annual reapplication required. Next application due: June of 2013. Current grant expires: August 14, 2014. The College Access Challenge Grant (CACG) is a formula grant program to states. The purpose of the CACG program is to foster partnerships aimed at increasing the number of low-income students who are prepared to enter and succeed in postsecondary education. The current grant activities include funding various MDHE early awareness and financial literacy activities (including FAFSA Frenzy), administering a sub-grant program to eligible organizations that provide outreach to low income and first generation students, and the development of a web-based student portal.</p> <p>Upcoming Meeting(s): TBA</p>		
College Goal Sunday (CGS) - USA Funds	MDHE Contact - Leanne Cardwell	\$14,000
<p>Description: College Goal Sunday (CGS) is a nationwide program of USA Funds that provides assistance to families completing a Free Application for Federal Student Aid (FAFSA). Through this program, financial aid volunteers help families around the state complete FAFSAs. The MDHE uses the name “FAFSA Frenzy” for activities funded through this grant. The MDHE works with the Missouri Association of Financial Aid Personnel and MOHELA to coordinate the statewide FAFSA Frenzy events.</p> <p>Upcoming Meeting(s): Primary 2013 FAFSA event date February 17, 2013</p>		

Granting Organization	Responsibility	Award Amount
College Readiness Partnership (CRP)	State team will consist of 5-7 state leadership teams (MO, KY, ME, MA, OR, TN, WI) (Nicastro, Mahoney and Russell are the original MO members) Rusty Monhollon is the state Contact, members are Rusty Monhollon, MDH; Ann Harris, Lincoln; Sharon Hoge, DESE; Paul Yoder, Truman; Donna Dare, STLCC; Terry Adams, Wentzville R-IV School District- Need to appoint state working group of 10-14 individuals, they will be leads on local implementation work (an expanded version of the core team)	
Description: AASCU, CCSSO and SHEEO –partnered to promote broad implementation of new Common Core State Standards in Mathematics and English Language		
Upcoming Meeting(s): Phoenix, AZ, February 19-20, 2013		
No expiration date	Funds support team travel, but no money directly to MDHE	
Complete College America (CCA)	6 person team (Sen. Pearce, Rep. Thompson, Russell, Nietzel, Goodall, Ambrose)	
Description: Complete College America is a consortium of 29 states working to improve college completion rates. The grant allows six staff members to attend the second annual convening and academy, where states learn how to fine tune and implement their completion agendas in collaboration with their peers and with intensive, on-demand technical assistance from leading experts in the field.		
Upcoming Meeting(s):		
Council for Economic Education	MDHE Contact: Leanne Cardwell (Smart About Spending Portfolio)	\$10,000
Description: The marketing department of the Student Loan Unit obtained this \$10,000 grant to produce teacher materials for high school financial literacy classes.		
Upcoming Meeting(s): NA		
Improving Teacher Quality Grant (ITQG)	MDHE contact: Heather MacCleoud	\$1,782,422
Description: Each year the Missouri Department of Higher Education (MDHE) receives approximately \$1.2 million from Title II, Part A of the No Child Left Behind Act (NCLB) to administer the Improving Teacher Quality Grant (ITQG) program. The competitive grants, awarded annually, support professional development projects conducted jointly by postsecondary institutions and high-need secondary schools in Missouri. ITQG projects focus on professional development for K-12 teachers in mathematics and science. This item provides background information about the ITQG program and a summary of the recent awards.		
Upcoming Meeting(s):		
No expiration; dependent on federal appropriation		
Lumina's Credit When It's Due	MDHE contact: Rusty Monhollon, Academic Affairs	\$500,000

Granting Organization	Responsibility	Award Amount
<p>The Missouri Department of Higher Education was awarded \$500,000 from the Lumina Foundation to implement the Missouri Reverse Transfer Initiative which involves all 27 of Missouri’s public institutions of higher education and eight participating independent institutions. The Academic Affairs Division is responsible for administration of the CWID grant and Assistant Commissioner Rusty Monhollon is the point of contact. The grant will build on the numerous institution-to-institution agreements currently in effect or under development along with the Core Transfer Library to create an integrated statewide system for reverse transfer that effectively will cover most early transfer students in Missouri. There are four subcommittees or work groups chaired by Steering Committee members.</p> <p>Upcoming Meeting(s): Steering Committee meetings have been set for 1/2013, 3/2013, 5/2013, 7/2013, and 10/2013</p>		
Expires September 30, 2014		
Lumina's Four Steps to Finishing First		
<p>Step 1: Performance funding - targeted incentives for colleges and universities to graduate more students with quality degrees and credentials; Step 2: student incentives - strategic use of tuition and financial aid to incentivize course and program completion; Step 3: new models - lower-cost, high-quality approaches substituted for traditional academic delivery whenever possible to increase capacity for serving students; Step 4: business efficiencies - business practices that produce savings to graduate more students.</p> <p>Upcoming Meeting(s):</p>		
Midwestern Higher Education Compact Tuning Grant (MHEC)	Two-year project to work with faculty in Illinois, Indiana, Missouri “Tune” academic disciplines of psychology and marketing Aligns knowledge and skills Facilitates retention, especially among students from underserved groups	
<p>Description: Lumina Foundation has awarded a grant to the Midwestern Higher Education Compact (MHEC) for a two-year project to work with faculty in Illinois, Indiana and Missouri to “tune” the academic disciplines of psychology and marketing.</p> <p>The three project states were selected to build upon lessons learned from Lumina’s earlier pilot work in bi- and tri-state areas that see significant cross-border movement of students and workers. “Tuning” disciplines across state borders helps prepare students and workers for employment without regard to political boundaries.</p> <p>Upcoming Meeting(s):</p>		
National Center for Academic Transformation (NCAT)	Missouri Learning Commons – not administered or affiliated with DHE. Public four-years are involved with the lead being Christa Weisbrook at UM System	
<p>Description: State-based course redesign projects:</p> <p>NCAT is working with the following higher education systems to conduct a full implementation of its three-phase course redesign methodology. NCAT will be directly involved in all phases of the project, from initial planning through implementation and final project outcomes.</p> <p>Upcoming Meeting(s): MDHE is not involved in the meetings relating to this at this time</p>		

Granting Organization	Responsibility	Award Amount
National Council for Accreditation of Teacher Education - State Alliance for Clinically Based Teacher Education (NCATE)	MDHE contact: Rusty Monhollon, Academic Affairs.	
There is no grant funding available.		
Upcoming Meeting(s):		

National Governor's Association Common Core State Standards	Team members include – Rusty Monhollon....	\$65,000
The NGA will provide \$65,000 and ongoing technical assistance to Missouri to bring together K-12 and higher education teachers and administrators to ensure that Common Core State Standards are widely understood and implemented.		
Upcoming Meeting(s):		

Expires July 31, 2013

National Governor's Association Compete to Complete (NGA)	Team members include – Nietzel, Ferlazzo, Mills, Jasinski, Mulligan, Pearce and Russell	\$30,000
<p>Description: Policy academy on accountability systems October 2011 to June 2012 \$30,000 per state Up to 8 states will be selected (academy will consist of two workshops, technical assistance from NGA staff and grants of up to \$30,000 per state for additional expertise) The National Governor's Association provides subgrants of up to \$30,000 to states to participate in their "Compete to Complete" academy. The academy is designed to accomplish two objectives:</p> <ol style="list-style-type: none"> 1. Strengthen the metrics in states' postsecondary accountability systems 2. Incorporate efficiency and effectiveness metrics as part of key policy decisions. <p>The funds are to be used for in-state meetings and travel expenses, travel to model sites, and/or consultant support to help accomplish their proposed scope of work. Additionally, the NGA Center will pay travel and related expenses for state teams of up to six people to attend two academy workshops scheduled for November 2011 and April 2012. States will receive ongoing technical assistance from NGA Center staff and national experts. Funding for the academy is provided by Lumina Foundation and the Bill & Melinda Gates Foundation.</p>		
Upcoming Meeting(s):		

Nursing Education Incentive Grant	MDHE contact: Paul Wagner	\$1,000,000
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Granting Organization	Responsibility	Award Amount
<p>Description: The state of Missouri has established, through legislative action and appropriation of funds, the “Nursing Education Incentive Program” within the department of higher education in order to increase the physical and educational capacity of nursing education programs in Missouri. The Education Committee of the State Board of Nursing will, in consultation with the Department of Higher Education, review and score the proposals based on the criteria outlined above and make awards accordingly to eligible institutions.</p> <p>Upcoming Meeting(s):</p>		

U.S. Department of Education	SHEEO is administering the grant.	\$680,172 (Missouri’s share is approximately \$135,000)
<p>Description: Missouri is one of three states participating in the final stages of United States participation in the Organisation for Economic Co-operation and Development (OECD) project, a feasibility study for the international Assessment of Higher Education Learning Outcomes (AHELO).</p> <p>Funding will be used to: (1) coordinate and support the involvement of state higher education commissioners or chancellors in Connecticut, Missouri and Pennsylvania in this study of the scientific and practical feasibility of multi-national assessment of general college-level learning outcomes; (2) guide and support nine institutions (public and private) in these states which have agreed to administer an examination of generic college-level learning outcomes to a sample of students; (3) work with the Department of Education and the United States Mission to the OECD to represent U.S. interests in AHELO development and future implementation; and (4) fulfill the roles of the National Project Manager (NPM) and as participants in the Group of National Experts consistent with the needs and expectations of OECD and its project contractors.</p> <p>The U.S. will participate as part of the Generic Skills Strand of AHELO, a major component of the college-level assessment framework under development by OECD since 2007. In this strand, research and testing protocols provided by OECD will be used by the nine American colleges and universities along with a roughly comparable number of institutions in each of 6-8 other nations (including non-western nations) to assess the general and applied baccalaureate-level learning outcomes of approximately 200 students from each institution.</p> <p>Upcoming Meeting(s): TBA</p>		

Win-Win	MDHE contact: Rusty Monhollon, Academic Affairs	\$120,250
<p>Description: Awarded in 2010 – funded by SHEEO, Lumina</p> <p>Find students with some college education but no degree</p> <p>Missouri is one of six states in a program to help students complete their education and attain their degrees. Missouri will receive a grant of \$120,250 to work with four institutions to identify former students who acquired enough credit for an associate degree but never received it, or who came within nine hours of completing the degree requirements.</p> <p>The institutions participating in the Win-Win Project are St. Louis Community College, Metropolitan Community College, Columbia College and DeVry University.</p> <p>Upcoming Meeting(s):</p>		

Expires August 1, 2013