

Coordinating Board for Higher Education

**9:00 a.m.
Thursday
December 10, 2015**

**Holiday Inn Executive Center
Columbia, MO**

COORDINATING BOARD FOR HIGHER EDUCATION

Betty Sims, Chair, St. Louis

Brian Fogle, Vice-Chair, Springfield

Carolyn Mahoney, Secretary, Jefferson City

Doug Kennedy, Poplar Bluff

Dalton Wright, Conway

TIME: 9:00 a.m.
Thursday, December 10, 2015

PLACE: Holiday Inn Executive Center
Picadilly's Room
2200 I-70 Drive SW
Columbia, MO 65203

Schedule of Events December 9-10, 2015

Wednesday, December 9, 2015

12:00 p.m. – 3:30 p.m. **CBHE Work Session**
Holiday Inn Executive Center
Bradley Room
2200 I-70 Drive SW
Columbia, MO 65203

Thursday, December 10, 2015

9:00 a.m. – 3:00 p.m. **CBHE / PAC Meeting**
Holiday Inn Executive Center
Picadilly's Room
2200 I-70 Drive SW
Columbia, MO 65203

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

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

Representatives by Statute

Public Four-Year Universities

Dr. Dwaun Warmack, President
Harris-Stowe State University

Dr. Kevin Rome, President
Lincoln University

Dr. Alan Marble, President
Missouri Southern State University

Mr. Clif Smart, President
Missouri State University

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

Dr. Robert Vartabedian, President
Missouri Western State University

Dr. John Jasinski, President
Northwest Missouri State University

(PAC Vice-Chair)

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

Dr. Troy Paino, President
Truman State University

Dr. Charles Ambrose, President
University of Central Missouri

Mr. Mike Middleton, Interim President
University of Missouri System

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

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

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

Public Two-Year Colleges

Dr. Jennifer Methvin, President
Crowder College

Dr. Jon Bauer, President
East Central College

Dr. Raymond Cumiskey, President
Jefferson College

Mr. Mark James, Chancellor
Metropolitan Community Colleges

Dr. Steven Kurtz, President
Mineral Area College

Dr. Jeffrey Lashley, President
Moberly Area Community College

Dr. Neil Nuttall, President
North Central Missouri College

Dr. Hal Higdon, Chancellor
Ozarks Technical Community College

Dr. Ronald Chesbrough, President
St. Charles Community College

Dr. Jeff Pittman, Chancellor
St. Louis Community College

Dr. Joanna Anderson, President
State Fair Community College

Dr. Wesley Payne, President
Three Rivers Community College

Public Two-year Technical College

Dr. Donald Claycomb, President
State Technical College of Missouri

(PAC Chair)

Independent Four-year Colleges and Universities

Dr. Michael Shonrock, President
Lindenwood University

Dr. Roger Drake, President
Central Methodist University

Dr. Ron Slepitz, President
Avila University

Dr. Mark S. Wrighton, Chancellor
Washington University

Four-year alternate:

Vacant

Independent Two-year Colleges

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

Two-year alternate:

Dr. Jann Weitzel, President
Cottey College

Association Chairs

COPHE – Clif Smart, President, Missouri State University

MCCA – Dr. Ron Chesbrough, President, St. Charles Community College

ICUM – Dr. Ron Slepitz, President, Avila University

COORDINATING BOARD FOR HIGHER EDUCATION

Thursday, December 10, 2015

9:00 a.m. – 3:00 p.m.

Holiday Inn Executive Center

2200 I-70 Drive SW

Columbia, MO 65203

AGENDA

9:00 – 9:20 a.m.

Picadilly Room

Preparing Missourians to Succeed: A Blueprint for Higher Education

- David Russell, Missouri Commissioner of Higher Education
- Jim Anderson and Deb Hollingsworth, Co-Chairs for Coordinated Plan Steering Committee

9:25 – 10:20 a.m.

Picadilly Room

Presentation #1: Are We Producing Graduates with the Skills Needed to Succeed on the Job and in Life?

- Dr. Joanna Anderson, State Fair Community College
- Dr. Michael Bleich, Barnes-Jewish Hospital
- Senator David Pearce, Missouri State Senate

Moderator: Leroy Wade, Deputy Commissioner, Missouri Department of Higher Education

10:20 – 10:30 a.m.

BREAK

10:30 – 11:20 a.m.

Picadilly Room

Presentation #2: How Can University Research and Innovation Contribute to a Stronger Economy?

- Mike Downing, Director, Missouri Department of Economic Development
- Dr. Jennifer Lodge, Vice Chancellor for Research, Washington University
- Dr. Jack Schultz, Director, Christopher S. Bond Life Sciences Center, University of Missouri, Columbia

Moderator: Brian Crouse, Vice President of Education, Missouri Chamber of Commerce and Industry, and Executive Director, Missouri Mathematics and Science Coalition

11:25 a.m. – 12:20 p.m.

Picadilly Room

Presentation #3: How Do We Build a Higher Education System that Provides Access, Affordability and Opportunity?

- Representative Kathy Swan, Missouri House of Representatives
- Dr. Dwaun Warmack, President, Harris-Stowe State University

Moderator: Dr. Rusty Monhollon, Assistant Commissioner for Academic Affairs, Missouri Department of Higher Education

12:20 p.m. – 1:10 p.m.

Parliament I

LUNCH

1:15 – 3:00 p.m.

Picadilly Room

Business Agenda (Page 2):

Agenda Item Description	Tab	Presenter
General Business		
<u>Action</u>		
1. Review Consent Agenda		
a. Minutes of the September 3, 2015		
b. Distribution of Community College Funds	A	Leroy Wade
2. Proposed 2017 Meeting Dates	B	Brian Fogle
Report of the Commissioner		
<u>Information</u>		
1. Student Ambassadors		David Russell
<u>Action</u>		
1. Board Resolution (Recognition of Steering Committee)	C	David Russell
2. Preparing Missourians to Succeed: A Blueprint for Higher Education Presentation	D	David Russell
Presidential Advisory Committee		
<u>Information</u>		
1. 2016 Legislative Preview	E	Leroy Wade
Budget and Financial Aid Committee		
<u>Information</u>		
1. Student Loan Program and Apply Missouri	F	Leanne Cardwell
Academic Affairs and Workforce Needs Committee		
<u>Action</u>		
1. Academic Program Actions	G	Rusty Monhollon
<u>Information</u>		
1. Proprietary School Certification Actions and Reviews	H	Leroy Wade
2. Fall 2015 Enrollment: A Preliminary Report	I	Jeremy Kintzel
3. Update on State Authorization Reciprocity Agreements (SARA)	J	Leroy Wade
4. Missouri Mathematics Pathways Initiative and Best Practices in Remedial Education	K	Rusty Monhollon
Audit Committee		
Doug Kennedy, Chair		
External Relations Committee		
Dalton Wright, Chair		
General Business		
<u>Information</u>		
1. Good and Welfare of the Board		
2. CBHE Members by Congressional District	L	
3. CBHE Statutory Functions	M	
<u>Action</u>		
1. Nominating Committee		Carolyn Mahoney
2. Adjourn Public Session of Coordinating Board for Higher Education		

**COORDINATING BOARD FOR HIGHER EDUCATION
MINUTES OF MEETING
September 3, 2015**

The Coordinating Board for Higher Education met on Thursday, September 3, 2015; at Capitol Plaza Hotel in Jefferson City, MO. Madame Chair Betty Sims called the meeting to order at 9:35 a.m. The presence of a quorum was established with the following in attendance:

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

GENERAL BUSINESS

Items on the consent agenda included the Minutes of the June 3, 2015, CBHE Meeting in Springfield, MO and the Distribution of Community College Funds. **Brian Fogle made a motion to approve the consent agenda in its entirety. Dalton Wright seconded the motion. Motion passed unanimously.**

REPORT OF THE COMMISSIONER

Approval of STLCC Board Appointments Policy

Carolyn Mahoney made a motion to adopt the St. Louis Community College Trustee Appointments Policy as presented. Doug Kennedy seconded the motion. Motion passed unanimously.

Move December CBHE Public Meeting to Columbia, MO

Brian Fogle made a motion to move the December 9-10, 2015, CBHE meetings to Columbia. Doug Kennedy seconded the motion. Motion passed unanimously.

PRESIDENTIAL ADVISORY COMMITTEE

Don Claycomb chaired the Presidential Advisory Committee report.

Progress Report: Blueprint for Higher Education

Jim Anderson and Deb Hollingsworth, Co-Chairs for the Coordinated Plan Steering Committee reported on the progress of the coordinated planning process and the next steps.

BUDGET AND FINANCIAL AID COMMITTEE

Brian Fogle chaired the Budget and Financial Aid Committee report.

FY17 Recommendations for Public Institutions' Base Operating Appropriations

Doug Kennedy made a motion to approve the FY17 request for Higher Education Initiatives totaling \$14,125,000, supplemental and new decision items totaling \$2,400,000 and a core institutional appropriation request totaling \$929,819,114 for submission to the Governor and General Assembly. Dalton Wright seconded the motion. Motion passed unanimously.

FY17 Capital Improvements Recommendation

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

FY17 Higher Education Capital Fund Recommendations

Doug Kennedy made a motion to approve the applications from Metropolitan Community College, Missouri State University, Missouri University of Science and Technology, Northwest Missouri State University, Three Rivers College and University of Missouri-Columbia, totaling \$25,565,012, for submission to the Governor and General Assembly. Dalton Wright seconded the motion. Motion passed unanimously.

FY17 Recommendations for MDHE Operating and Student Financial Assistance Appropriations

Carolyn Mahoney made a motion to approve the FY17 MDHE internal budget and student financial assistance appropriation request for submission to the Governor and General Assembly. Brian Fogle seconded the motion. Motion passed unanimously.

Alternative Operating Budget Recommendations

Dalton Wright made a motion to have the Commissioner of Higher Education 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 and quality educational opportunities for students. Doug Kennedy seconded the motion. Motion passed unanimously.

FY16 A+ Funding Response

Option 1:

Recommended by MCCA, under this option, MDHE would impose two additional restrictions on student eligibility based on student performance in postsecondary education for the 2015-2016 academic year:

- Complete 12 semester hours (or equivalent) each semester – Current program standards only require that a student enroll full-time (12 semester hours) in order to be eligible. Although the program does not pay for dropped coursework, the student remains eligible for the following semester regardless of the number of hours completed. This change would make a student ineligible for the next semester if they do not complete 12 semester hours. The student would need to make up the dropped hours before they could regain their eligibility.

- Increase the GPA requirement for initial semester of enrollment – Currently, a student in the first semester of A+ reimbursement only has to satisfy the school's Satisfactory Progress Policy in order to remain eligible for the second semester of the academic year. In some cases, this has allowed students to maintain their eligibility when they have virtually no chance of reaching the 2.5 cumulative grade point average required in order to renew the scholarship for a second academic year. This change would establish a minimum GPA of 2.0 (on a 4.0 scale) for the initial semester of eligibility. Students who did not achieve that GPA would not be eligible for A+ reimbursement for any following semester until they reach a 2.5 CGPA.

Brian Fogle made a motion to adopt option 1 for addressing a potential shortfall of A+ Scholarship funding for the 2015-2016 academic year.

Department staff will monitor the implementation of these changes for consideration as permanent program changes.

Carolyn Mahoney seconded the motion. Motion passed unanimously.

Student Loan Program Update

Information was noted with no further discussion.

ACADEMIC AFFAIRS AND WORKFORCE NEEDS COMMITTEE

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

Academic Program Actions

Doug Kennedy made a motion to approve the off-site location update listed in the information item, and the program changes and new program proposals. Dalton Wright seconded the motion. Motion passed unanimously.

English Assessment Pilot Report

Carolyn Mahoney made a motion to accept the English Pilot Project Summary Report and direct the commissioner of higher education, through the Committee on Curriculum and Assessment, to explore ways to implement the report's recommendations.

Also the board commends the English Pilot Project faculty members for their hard work and commitment to the project.

Brian Fogle seconded the motion. Motion passed unanimously.

Committee on College and Career Readiness

Brian Fogle made a motion to approve the establishment of the Committee on College and Career Readiness. Doug Kennedy seconded the motion. Motion passed unanimously.

Proprietary School Certification Actions and Reviews

Information was noted with no further discussion.

GTA English Language Proficiency Report

MDHE is compliant and no action is required.

Reverse Transfer Update

MDHE is moving into Phase III – asking institutions to identify students not currently enrolled but may have enough credits to issue an associate degree. No action is required.

Independent Institutions Program Inventory Reconciliation

MDHE has taken steps to reconcile the Independent Institutions' Programs Inventory to keep this list complete and accurate. No action is required.

GENERAL BUSINESS

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

AGENDA ITEM SUMMARY

AGENDA ITEM

Distribution of Community College Funds
Coordinating Board for Higher Education
December 10, 2015

DESCRIPTION

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

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

The total payment of state aid distributions to community colleges for September through November 2015 is summarized below.

State Aid (excluding M&R) – GR portion	\$30,336,972
State Aid – Lottery portion	2,543,820
Performance Funding	447,009
Equity Distribution	1,343,454
Maintenance and Repair	<u>235,865</u>
TOTAL	\$34,907,120

The total distribution of state higher education funds to community colleges during the period July 2015 through November 2015 is \$58,021,290.

STATUTORY REFERENCE

Section 163.191, RSMo

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Proposed 2017 Meeting Dates
Coordinating Board for Higher Education
December 10, 2015

CBHE 2017 Meeting Dates

February 1-2, 2017

April 5-6, 2017

June 7-8, 2017

July 25, 2017 (tentative)
Governing Board Forum

July 26-27, 2017
(Retreat)

September 6-7, 2017

December 13-14, 2017

RECOMMENDED ACTION

It is recommended that the Coordinating Board approve the proposed 2017 meeting dates.

ATTACHMENT(S)

2017 Calendar

Calendar for year 2017 (United States)

January

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Jan 1 New Year's Day
 Jan 2 'New Year's Day' observed
 Jan 16 Martin Luther King Day
 Feb 14 Valentine's Day
 Feb 20 Presidents' Day
 Apr 13 Thomas Jefferson's Birthday
 Apr 16 Easter Sunday

May 14 Mother's Day
 May 29 Memorial Day
 Jun 18 Father's Day
 Jul 4 Independence Day
 Sep 4 Labor Day
 Oct 9 Columbus Day
 Oct 31 Halloween

Nov 11 Veterans Day
 Nov 23 Thanksgiving Day
 Dec 24 Christmas Eve
 Dec 25 Christmas Day
 Dec 31 New Year's Eve

AGENDA ITEM SUMMARY

AGENDA ITEM

Recognition of the Coordinated Plan Steering Committee
Coordinating Board for Higher Education
December 10, 2015

DESCRIPTION

A steering committee of leaders from business and industry, education and government was assembled to assist with the development of a new coordinated plan for higher education in Missouri. Steering committee members provided valuable information during public hearings and work sessions and contributed their expertise throughout the process.

The Coordinating Board for Higher Education recognizes the committee members for their contribution to the coordinated planning process leading to adoption of *Preparing Missourians to Succeed: A Blueprint for Higher Education*.

The members are as follows:

- **Jim Anderson, Co-chair**, Vice President of Marketing and Public Affairs, CoxHealth, Springfield
- **Deb Hollingsworth, Co-chair**, Vice President of External Affairs, AT&T (retired), St. Louis
- **Dr. Jon Bauer**, Vice Chair, Missouri Community College Association, and President, East Central Community College, Union
- **Angela Bennett**, Regional Director, U.S. Department of Education Office of Civil Rights (retired), and Curator Emerita, University of Missouri Board of Curators, Kansas City
- **Berla D. Bieller**, Retired Teacher, Guidance Counselor, Broseley
- **Dr. Michael Bleich**, Missouri Nurses Association, and President and Maxine Clark and Bob Fox Dean and Professor, Goldfarb School of Nursing at Barnes Jewish College, St. Louis
- **Gena Boling**, President, Missouri Association of Student Financial Aid Personnel, Rolla
- **Marie Carmichael**, Owner and President, Affordable Homes Development Corporation, Springfield
- **Jean-Paul Chaurand**, Chief Operating Officer, Guadalupe Centers, Inc., Kansas City
- **Dr. Don Claycomb**, President, State Technical College of Missouri, Linn

Coordinating Board for Higher Education
December 10, 2015

- **Robin Coffman**, Chief of Staff, Missouri Department of Elementary and Secondary Education, Jefferson City
- **Brian Crouse**, Vice President of Education, Missouri Chamber of Commerce and Industry, Jefferson City
- **Cliff Davis**, Chair, Missouri Community College Association, and President, Ozarks Technical Community College – Table Rock Campus, Branson
- **Pat Dillon**, Community Liaison, Mosaic Life Care, St. Joseph
- **Mike Downing**, Director, Department of Economic Development, Jefferson City
- **Dr. Arlan Dykstra**, Provost and Senior Vice President for Academic Affairs, Missouri Baptist University, St. Louis
- **Mike Franks**, Chief Executive Officer, Neosho Area Business & Industrial Foundation, Inc., Neosho
- **Dr. Charles Gooden**, Dean of Student Affairs, Harris-Stowe State University (retired), St. Louis
- **Dr. Kevin Gwaltney**, Executive Director, Joint Committee on Education, Jefferson City
- **Dr. Russell Hoffman**, Executive Director, BJC Learning and Organizational Effectiveness, St. Louis
- **Mark James**, Chancellor, Metropolitan Community College, Kansas City
- **Dr. John Jasinski**, Chair, Council on Public Higher Education, and President, Northwest Missouri State University, Maryville
- **Dr. Johndavid Kerr**, President, Missouri Association of Faculty Senates, and Professor, Harris-Stowe State University, St. Louis
- **Tom Richmond**, Manager of Parts Distribution, Altec Industries, St. Joseph
- **Michael Schwend**, President, Preferred Family Healthcare, Kirksville
- **Dr. Ron Slepitz**, President, Avila University, Kansas City, and Immediate Past Chair, Independent Colleges and Universities of Missouri

- **Clif Smart**, Vice Chair, Council on Public Higher Education, and President, Missouri State University, Springfield
- **Kathy Swan**, State Representative, and Owner, JCS/Tel-Link, Cape Girardeau
- **Mike Thomson**, Former State Representative, and Retired Teacher, Maryville
- **Tim Wolfe**, President, University of Missouri System, Columbia
- **Bruce Wylie**, Executive Director, Missouri Society of Professional Engineers, Jefferson City

Ex-officio Members:

- **Betty Sims**, Chair, Missouri Coordinating Board for Higher Education, St. Louis
- **Dalton Wright**, Vice Chair, Missouri Coordinating Board for Higher Education, Lebanon
- **Dr. David Russell**, Commissioner, Missouri Department of Higher Education, Jefferson City
- **Dr. Rusty Monhollon**, Assistant Commissioner of Academic Affairs, Missouri Department of Higher Education, Jefferson City
- **Dr. Mike Nietzel**, Senior Advisor on Higher Education and Workforce Development, Missouri Governor's Office, Jefferson City

STATUTORY REFERENCE

N/A

RECOMMENDED ACTION

It is recommended that the Coordinating Board approve the resolution commending the Coordinated Plan Steering Committee and direct the Commissioner of Higher Education to provide a copy to each serving member.

ATTACHMENT(S)

None

Missouri Coordinating Board for Higher Education

Resolution in recognition of the members of the Coordinated Plan Steering Committee

WHEREAS, Missouri's system of higher education is charged with providing students with the knowledge and skills they need to achieve economic prosperity and a good quality of life; and

WHEREAS, the Missouri Coordinating Board for Higher Education has a statutory responsibility to develop a coordinated plan for Missouri's higher education system to foster efficiency and effectiveness; and

WHEREAS, in December 2014, the Coordinating Board began work on a new coordinated plan for higher education and appointed a Steering Committee to assist with development of the plan; and

WHEREAS, the Coordinating Board selected 36 outstanding thought leaders representing local and state government, education and business to serve on the Steering Committee; and

WHEREAS, the Steering Committee participated in nine highly successful public hearings throughout the state to gather information and conducted multiple work sessions to discuss Missouri's higher education needs and develop recommendations for the plan.

The Missouri Coordinating Board for Higher Education does hereby recognize and commend the members of the Coordinated Plan Steering Committee for the vital role they played in the development of the final report, *Preparing Missourians to Succeed: A Blueprint for Higher Education*, and their dedication to advancing higher education in Missouri.

AGENDA ITEM SUMMARY

AGENDA ITEM

A Blueprint for Higher Education (Coordinated Plan)
Coordinating Board for Higher Education
December 10, 2015

DESCRIPTION

Missouri's Coordinating Board for Higher Education is charged in statute to periodically adopt a coordinated plan to address the state's higher education needs. The last plan was adopted in 2008.

To keep pace with the state's higher education needs, the Missouri Department of Higher Education has drafted a new coordinated plan titled *Preparing Missourians to Succeed: A Blueprint for Higher Education*.

A steering committee of thought leaders from business and industry, education and government was assembled to assist with the development of the new coordinated plan for higher education in Missouri. Steering committee members provided valuable information during public hearings and work sessions and contributed their expertise throughout the process.

Nine public hearings were held throughout the state to gather input from Missourians about the state's higher education system. The public was invited to offer feedback during public hearings or by submitting comments online.

The coordinating board and MDHE staff are committed to using the Blueprint as a guide in advancing the common public policy agenda for higher education. The plan advances five goals with supporting strategies that can be employed to expand opportunities for degree attainment, keep college affordable, deliver on the promise of quality and excellence, advance research and innovation, and increase the public's investment in higher education.

Some implementing strategies require nothing more than the commitment of institutions and their constituencies to move them forward while others are only attainable through the deliberate allocation of new resources on a priority basis. Much work remains to achieve the goals described in this document.

RECOMMENDED ACTION

It is recommended that the Coordinating Board adopt the framework of five goals for the coordinated plan for Missouri's Higher Education, entitled *Preparing Missourians to Succeed: A Blueprint for Higher Education*, and

It is further recommended that the Missouri Department of Higher Education continue to refine the document to ensure that goals, strategies and measures are clear, consistent and supported by appropriate data points before the document is published and distributed

ATTACHMENT(S)

Preparing Missourians to Succeed: A Blueprint for Higher Education

**This document will be available at the
Coordinating Board for Higher Education Public
Meeting on Thursday, December 10, 2015 in
Columbia, Missouri.**

AGENDA ITEM SUMMARY

AGENDA ITEM

2016 Legislative Preview
Coordinating Board for Higher Education
December 10, 2015

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 could impact the department and the state's colleges and universities.

State Student Aid Programs

Earlier this year, the Joint Committee on Education completed its study of our major aid programs (Access Missouri, Bright Flight or A+). The review covered a range of topics including the usage of the programs, their impact on access, persistence and completion, and potential improvements. The report was generally complimentary of our existing programs and highlighted that recipients of state aid tend to persist and graduate at higher rates than their peers. To date, there has been no indication that the report will result in proposals to revise these programs.

Regardless, it is likely we will see several legislative proposals related to state student aid. There is likely to be legislation to create a new category of financial aid-eligible institutions designed to make Missouri residents enrolled at Western Governors University eligible for state aid. It also is likely that we will see legislation to expand the A+ schools program to include any Missouri high school graduate that meets program requirements, to provide a mechanism to reimburse students for dual credit coursework completed while in high school, and to expand the Bright Flight program to include a loan forgiveness option.

Undocumented Student Status

Although SB 224 effectively settled the issue of citizenship eligibility for the A+ program, there continue to be questions and concerns relating to institutional tuition setting policies related to these students. Consequently, the status of students that have Deferred Action for Childhood Arrival (DACA) status or are undocumented will likely continue to be a topic of vigorous discussion. Although the issues were addressed as part of the appropriation process for FY 2016, we anticipate further legislation that would deal with the subject of whether these individuals should be eligible for in-state tuition if they otherwise meet state residency requirements.

Other Possible Issues

Coordinating Board for Higher Education
December 10, 2015

Over the last several sessions, the General Assembly has discussed but failed to enact proposals to provide additional data security for sensitive electronic records, including educational records, and to limit the manner in which those records can be shared. While the department understands the need to provide the greatest protection possible to individually identifiable data, that effort should not undermine the use of that data to conduct important research on such issues as student persistence, completion and employment.

FY 2017 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 up by approximately three percent over last year, the increase is somewhat below the consensus revenue estimate upon which the FY 2016 budget was drafted. Although we are still relatively early in the fiscal year and the shortfall is not large, this may signal continued slow economic growth for the state and could dampen the push for additional funding for higher education.

While this picture is not all positive, we remain optimistic about support for higher education funding. Performance funding continues to enjoy strong support, as evidenced by the Governor's announcement proposing a six percent increase for higher education for FY 2017. There are some early indications of support in the legislature for this increase; however, the revenue picture will certainly have an impact in this area. We also believe the requested \$2.5 million increase for the A+ program and the \$4 million increase for Bright Flight included in the Board's "alternative budget" proposal will receive strong consideration by the General Assembly.

Capital Improvements

During the 2015 session, higher education institutions received their first broad-based appropriation for capital improvements in many years. The CBHE budget recommendation includes several project requests from the Higher Education Capital Fund as well as the standard request for priority one projects. Given that situation and the fact that many of the currently funded projects will not be completed until sometime in FY 2017, we do not anticipate a major effort by the legislature to fund additional projects.

STATUTORY REFERENCE

N/A

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Coordinating Board for Higher Education
Student Loan Program Update
December 10, 2015

DESCRIPTION

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

Information Security

On August 14, 2015, the United States Department of Education requested that all guaranty agencies submit a Security Self-Assessment form describing the guaranty agency's system security controls protecting student loan data and the infrastructure controls supporting regulatory compliance.

On October 29, 2015, USDE provided MDHE with an analysis of MDHE security control effectiveness and strength of evidence. The analysis assigned MDHE an overall rating of good, which is was the highest rating available. The report also recommended six steps MDHE should take in order to improve particular security controls. MDHE information security staff has begun taking the recommended actions and will provide updates to USDE on a quarterly basis.

Cohort Default Rates

Missouri's cohort default rate dropped from 12.6 percent for student loan borrowers who began repayment in 2011 to 11.3 percent for those who entered repayment in 2012. As in past years, Missouri's default rate is lower than the national rate, which is 11.8 for 2012.

MDHE focuses on Missouri's default rate through continuing efforts such as the MDHE Default Prevention Grant Program, Missouri Default Prevention Day and financial literacy education programs. The Default Prevention Grant Program provides funding and support to Missouri higher education institutions. The grants are used for financial literacy programs and are awarded through a competitive grant process. Missouri Default Prevention Day is an annual event during which MDHE invites Missouri's financial aid professionals to learn about default prevention from industry experts. MDHE also promotes financial literacy through publications and school presentations for students and their families.

Outreach Programs

Apply Missouri 2015 (formerly known as Missouri College Application Week) concluded in mid-November. Now in its third year, the program began in Missouri as a pilot in 26 high schools. The following year, 55 schools hosted events. This year, participation expanded to 91 sites. MDHE is in the process of collecting data from 2015 participants and will present the results to the CBHE at a future meeting.

Coordinating Board for Higher Education
December 10, 2015

FAFSA Frenzy 2016 preparations are well underway, with 98 sites hosting events in 47 counties. The main event date is scheduled for February 28, 2016. Although FAFSA Frenzy events have historically been held in February and March, due to federal changes to the Free Application for Federal Student Aid submission process, the program will likely cover a much wider time span in future years. Beginning in October 2016, students will be able to file a 2017-2018 FAFSA using prior-prior year tax data. Consequently, MDHE anticipates FAFSA Frenzy events will be held anytime from October through March for the 2016-2017 academic year.

In addition to Apply Missouri and FAFSA Frenzy, MDHE will introduce Decision Day in the spring of 2016. As a companion program to Apply Missouri and FAFSA Frenzy, Decision Day will encourage high schools to recognize and celebrate high school seniors' postsecondary plans. More information about Decision Day will follow as details become available.

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Academic Program Actions
Coordinating Board for Higher Education
December 10, 2015

DESCRIPTION

This agenda item reports all proposals for program actions reviewed by the Missouri Department of Higher Education since the September 3, 2015, board meeting. These proposals are submitted to the Coordinating Board for Higher Education for action.

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

Public Institutions

	Certificates	Associates	Baccalaureate	Graduate	Total
Deleted	9	1	0	1	11
Inactivated	0	0	0	0	0
Other Program Changes*	0	0	10	6	16
New	26	5	2	1	34
Off-Site	5	8	5	4	22
Programs Withdrawn	0	0	0	0	0

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

Comment for Public Institutions

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

Missouri State University

BS, History (for delivery at main campus)

MDHE staff requested clarification between Bachelor of Arts and Bachelor of Science program, additional information regarding assessment methods for measuring student learning outcomes, and student enrollment projections.

MA, Teaching and Learning (for delivery at Faught Admin. Center, Nixa, MO)

MDHE staff requested detailed information regarding the societal, student, or market demand for the program and detailed information regarding how student enrollment projections were derived.

EDSp, Teacher Leadership (for delivery at Faught Admin. Center, Nixa, MO)

MDHE staff requested detailed information regarding the societal, student, or market demand for the program and detailed information regarding how student enrollment projections were derived.

Northwest Missouri State University

BS, Computer Science (for delivery at the Northwest Kansas City Center)

MDHE staff requested detailed information regarding the societal, student, or market demand for the program, detailed information regarding how student enrollment projections were derived, and additional information about the Gladstone location.

BS, Criminology (for delivery at main campus and Northwest Kansas City Center)

This program received comments with concerns regarding program duplication, lack of collaboration with other institutions, and market demand.

BS, Marketing (for delivery at Metropolitan Community College-Maple Woods)

This program received comments with concerns regarding duplication of programs already located at the Metropolitan Community College-Longview campus.

Ozarks Technical Community College

AA, Business (for delivery at Lebanon Center)

MDHE staff requested detailed information regarding the societal, student, or market demand for the program in the proposed region and additional information regarding how student enrollment projections were derived.

AA, Business (for delivery at Waynesville)

MDHE staff requested detailed information regarding the societal, student, or market demand for the program in the proposed region including projected growth in the area for the associate degree in business and detailed information regarding how student enrollment projections were derived.

MDHE staff is still reviewing this program.

AIS, Associate of Interdepartmental Studies (for delivery at Waynesville)

MDHE staff requested detailed information regarding the societal, student, or market demand for the program in the proposed region and additional information regarding how student enrollment projections were derived.

MDHE staff is still reviewing this program.

University of Central Missouri

MS, Nutrition

This program received comments with concerns regarding availability of appropriate faculty and financial resources and implications for licensing of students.

MDHE staff is still reviewing this program.

MA, Human Development and Family Science

This program received comments with concerns regarding appropriate titling for the degree, given the suggested curriculum.

MDHE staff is still reviewing this program.

Independent Institutions

	Certificates	Associates	Baccalaureate	Graduate	Total
Deleted	14	1	27	9	51
Inactivated	0	0	0	0	0
Other Program Changes*	0	0	4	6	10
New	60	19	304	158	541
Programs Withdrawn	0	0	0	0	0

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

Comment for Independent Institutions

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

Off-Site Location Update

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

New Off-Site Locations

The following off-site locations were submitted to the MDHE for review and approval:

- 1) Northwest Missouri State University**
Northwest Missouri State University-Kansas City
6889 North Oak Trafficway
Gladstone, Missouri 64118
- 2) Three Rivers Community College**
Three Rivers Community College-Caruthersville Center
903 West 13th Street
Caruthersville, Missouri 63830
- 3) Missouri State University**
Faught Administration Center
301 S. Main Street
Nixa, Missouri 65714

Change of Address

The following institutions submitted change of address notices for existing locations:

1) Bolivar Technical College

Current Address:
Bolivar Technical College
2001 W. Broadway
Bolivar, Missouri 65613

New Address (effective December 11, 2015):
Bolivar Technical College
1135 N. Oakland
Bolivar, Missouri 65613

2) Northwest Missouri State University

Current Address:
Northwest Kansas City Center
2601 NE Barry Road
Kansas City, Missouri 64156

New Address (effective August 1, 2016):
Northwest Missouri State University-Kansas City
6889 North Oak Trafficway
Gladstone, Missouri 64118

3) Park University

Current Address:
Park University—Independence
113 W. Lexington
Independence, Missouri 64057

New Address:
Park University—Independence (effective January 11, 2016)
20101 East Jackson Drive
Independence, Missouri 64057

Correction

The September 3, 2015 board item listed the following two programs offered by Central Methodist University as being delivered at all locations:

- 1) AA, *Early Childhood Education, CIP 131210 (for delivery all locations)*
- 2) AA, *Elementary Education, CIP 131202 (for delivery all locations)*

These programs are only offered at the main campus located in Fayette, MO. The program inventory will be updated to reflect this correction in location.

STATUTORY REFERENCE

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)

Jefferson College

- 1) Current Program:
AAS, Respiratory Therapy, CIP 510908

Proposed Change:
Delete program

Program as Changed:
~~AAS, Respiratory Therapy, CIP 510908 (deleted)~~

Lincoln University

- 1) Current Program:
MEd, Guidance & Counseling, CIP 131101
Community/Agency Counseling

Proposed Change:
Add graduate certificate program developed from approved existing parent degree

Program as Changed:
MEd, Guidance & Counseling, CIP 131101
Community/Agency Counseling
~~GRCT, College Student Mental Health, CIP 131102 (add certificate)~~
- 2) Current Program:
BS, Wellness, CIP 340199

Proposed Change:
Add options to existing program

Program as Changed:
BS, Wellness, CIP 340199
Health Promotions (add option)
Kinesiology (add option)
Sports Management (add option)

Missouri State University

- 1) Current Program:
MBA, Business Administration, CIP 520201

Proposed Change:

Addition of certificate program developed from approved existing parent degree

Program as Changed:

MBA, Business Administration, CIP 520201

GRCT, Finance, CIP 520201 (add certificate)

2) Current Program:

MBA, Business Administration, CIP 520201

Proposed Change:

Addition of certificate program developed from approved existing parent degree

Program as Changed:

MBA, Business Administration, CIP 520201

GRCT, Financial Analysis, CIP 520201 (add certificate)

3) Current Program:

MS, Administrative Studies, CIP 449999

Proposed Change:

Addition of certificate program developed from approved existing parent degree

Program as Changed:

MS, Administrative Studies, CIP 449999

GRCT, Administrative Studies, CIP 440401 (add certificate)

4) Current Program:

MBA, Business Administration, CIP 520201

Proposed Change:

Addition of certificate program developed from approved existing parent degree

Program as Changed:

MBA, Business Administration, CIP 520201

GRCT, Entrepreneurship, CIP 520201 (add certificate)

5) Current Program:

MBA, Business Administration, CIP 520201

Proposed Change:

Addition of certificate program developed from approved existing parent degree

Program as Changed:

MBA, Business Administration, CIP 520201

GRCT, International Business, CIP 520201 (add certificate)

- 6) Current Program:
MBA, Business Administration, CIP 520201

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

Program as Changed:
MBA, Business Administration, CIP 520201
GRCT, Leadership, CIP 520201 (add certificate)

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

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

Program as Changed:
MPH, Public Health, CIP 512201
GRCT, Public Health and Homeland Security, CIP 512201 (add certificate)

- 8) Current Program:
MSEd, Literacy, CIP 131315

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

Program as Changed:
MSEd, Literacy, CIP 131315
GRCT, Literacy, CIP 131315 (add certificate)

- 9) Current Program:
MBA, Business Administration, CIP 520201

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

Program as Changed:
MBA, Business Administration, CIP 520201
GRCT, Management, CIP 520201 (add certificate)

- 10) Current Program:
MBA, Business Administration, CIP 520201

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

Program as Changed:
MBA, Business Administration, CIP 520201
GRCT, Marketing, CIP 520201 (add certificate)

- 11) Current Program:
EDSp, Educational Administration, CIP 130401

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

Program as Changed:
EDSp, Educational Administration, CIP 130401
GRCT, Teacher Leadership, CIP 131299 (add certificate)

- 12) Current Program:
MBA, Business Administration, CIP 520201

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

Program as Changed:
MBA, Business Administration, CIP 520201
GRCT, Computer Information Systems, CIP 520201 (add certificate)

- 13) Current Program:
MBA, Business Administration, CIP 520201

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

Program as Changed:
MBA, Business Administration, CIP 520201
GRCT, Cybersecurity, CIP 520201 (add certificate)

- 14) Current Program:
n/a

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

Program as Changed:
GRCT, Education of the Deaf and Hard of Hearing Graduate Certificate, CIP 510204 (add certificate)

- 15) Current Program:
MSEd, Elementary Education, CIP 131202

Proposed Change:

Addition of certificate program developed from approved existing parent degree

Program as Changed:

MSEd, Elementary Education, CIP 131202

GRCT, Elementary Mathematics Specialist, CIP 131202 (add certificate)

16) Current Program:

MA, Teaching and Learning, CIP 131299

Proposed Change:

Addition of certificate program developed from approved existing parent degree

Program as Changed:

MA, Teaching and Learning, CIP 131299

GRCT, Teaching and Learning, CIP 131299 (add certificate)

17) Current Program:

MPH, Public Health, CIP 512201

Proposed Change:

Addition of certificate program developed from approved existing parent degree

Program as Changed:

MPH, Public Health, CIP 512201

GRCT, Public Health Core, CIP 512201 (add certificate)

18) Current Program:

MPH, Public Health, CIP 512201

Proposed Change:

Addition of certificate program developed from approved existing parent degree

Program as Changed:

MPH, Public Health, CIP 512201

GRCT, Public Health Administration, CIP 512201 (add certificate)

19) Current Program:

n/a

Proposed Change:

Addition of free-standing single-semester certificate program

Program as Changed:

GRCT, Conservation Education, CIP 131202 (add certificate)

20) Current Program:
MS, Criminology, CIP 450401

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

Program as Changed:
MS, Criminology, CIP 450401
GRCT, Community Corrections, CIP 450401 (add certificate)

21) Current Program:
EDSp, Educational Administration, CIP 130401

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

Program as Changed:
EDSp, Educational Administration, CIP 130401
GRCT, Special Education Director, CIP 130402 (add certificate)

Missouri Western State University

1) Current Program:
MAS, Industrial Life Science, CIP 309999

Proposed Change:
CIP code change

Program as Changed:
MAS, Industrial Life Science, CIP 300101 (CIP code change)

2) Current Program:
MAS, Human Factors and Usability Testing, CIP 309999

Proposed Change:
CIP code change

Program as Changed:
MAS, Human Factors and Usability Testing, CIP 303101 (CIP code change)

3) Current Program:
MAS, Engineering Technology Management, CIP 309999

Proposed Change:
CIP code change

Program as Changed:

MAS, Engineering Technology Management, CIP 303101 (CIP code change)

4) Current Program:

MAA, Digital Media, CIP 309999

Proposed Change:

CIP code change

Program as Changed:

MAA, Digital Media, CIP 090702 (CIP code change)

5) Current Program:

MAS, Chemistry, CIP 309999

Proposed Change:

CIP code change

Program as Changed:

MAS, Chemistry, CIP 400599 (CIP code change)

6) Current Program:

MAS, Information Technology Management, CIP 309999

Proposed Change:

Delete program

Program as Changed:

~~*MAS, Information Technology Management, CIP 309999 (delete)*~~

University of Central Missouri

1) Current Program:

MS, Nursing, CIP 513805

Proposed Change:

Addition of certificate program developed from approved existing parent degree

Program as Changed:

MS, Nursing, CIP 513805

C0, Simulation Education for Health Sciences, CIP 513805 (add certificate)

University of Missouri-Columbia

1) Current Program:

BHS, Occupational Therapy, CIP 512306

Proposed Change:

Title change only

Program as Changed:

BHS, Pre-Occupational Therapy, CIP 512306 (title change)

2) Current Program:

BS, Information Technology, CIP 110103
Information Systems
Media Technologies
Networks & Wireless Technologies

Proposed Change:

Inactivate options

Program as Changed:

BS, Information Technology, CIP 110103
~~Information Systems (inactivate options)~~
~~Media Technologies (inactivate options)~~
~~Networks & Wireless Technologies (inactivate options)~~

3) Current Program:

GRCT, Psychiatric/Mental Health Clinical Nurse Specialist, CIP 513810

Proposed Change:

Delete program

Program as Changed:

~~GRCT, Psychiatric/Mental Health Clinical Nurse Specialist, CIP 513810 (delete program)~~

4) Current Program:

GRCT, Pediatric Nurse Practitioner, CIP 513809

Proposed Change:

Delete program

Program as Changed:

~~GRCT, Pediatric Nurse Practitioner, CIP 513809 (delete program)~~

5) Current Program:

GRCT, Pediatric Clinical Nurse Specialist, CIP 513809

Proposed Change:

Delete program

Program as Changed:

~~GRCT, Pediatric Clinical Nurse Specialist, CIP 513809 (delete program)~~

- 6) Current Program:
GRCT, Mental Health Nurse Practitioner, CIP 513810

Proposed Change:
Delete program

Program as Changed:
~~GRCT, Mental Health Nurse Practitioner, CIP 513810 (delete program)~~

- 7) Current Program:
GRCT, Family Nurse Practitioner, CIP 513805

Proposed Change:
Delete program

Program as Changed:
~~GRCT, Family Nurse Practitioner, CIP 513805 (delete program)~~

- 8) Current Program:
GRCT, Family Mental Health Nurse Practitioner, CIP 513810

Proposed Change:
Delete program

Program as Changed:
~~GRCT, Family Mental Health Nurse Practitioner, CIP 513810 (delete program)~~

- 9) Current Program:
GRCT, Child/Adolescent Psychiatric & Mental Health Clinical Nurse Specialist, CIP 513810

Proposed Change:
Delete program

Program as Changed:
~~GRCT, Child/Adolescent Psychiatric & Mental Health Clinical Nurse Specialist, CIP 513810 (delete program)~~

- 10) Current Program:
GRCT, Adult Health Clinical Nurse Specialist, CIP 513803

Proposed Change:
Delete program

Program as Changed:

~~GRCT, Adult Health Clinical Nurse Specialist, CIP 513803 (delete program)~~

11) Current Program:

GRCT, Adult-Gerontology Clinical Nurse Specialist, CIP 513810

Proposed Change:

Delete program

Program as Changed:

~~GRCT, Adult-Gerontology Clinical Nurse Specialist, CIP 513810 (delete program)~~

12) Current Program:

BS, Business Administration, CIP 520101

Proposed Change:

Addition of single-semester certificate program to existing parent degree

Program as Changed:

BS, Business Administration, CIP 520101

C0, Risk Management and Insurance, CIP 521701 (add certificate)

13) Current Program:

BM, Music, CIP 500901

Composition

Music History

Music Theory

Performance

Proposed Change:

Options added to existing program

Program as Changed:

BM, Music, CIP 500901

Composition

Music History

Music Theory

Performance

Music Education (add option)

14) Current Program:

BSEd, Secondary Education, CIP 131205

Art Education

Biology

Chemistry

Earth Science

General Science
Language Arts
Mathematics Education
Music Education
Physics
Social Studies

Proposed Change:
Delete option

Program as Changed:
BSEd, Secondary Education, CIP 131205
Art Education
Biology
Chemistry
Earth Science
General Science
Language Arts
Mathematics Education
~~Music Education~~ (delete option)
Physics
Social Studies

University of Missouri-Kansas City

- 1) Current Program:
BA, English, CIP 230101
Creative Writing

Proposed Change:
Options added to existing program

Program as Changed:
BA, English, CIP 230101
Creative Writing
Classical, Medieval, and Early Modern Literature (add option)
Language and Rhetoric (add option)

- 2) Current Program:
BM, Music Composition, CIP 500904
Music Arranging

Proposed Change:
Delete option

Program as Changed:
BM, Music Composition, CIP 500904

~~Music Arranging~~ (delete option)

3) Current Program:

BS, Environmental Science, CIP 030104

Chemistry

Geosciences

Proposed Change:

Delete options

Program as Changed:

BS, Environmental Science, CIP 030104

~~Chemistry~~ (delete option)

~~Geosciences~~ (delete option)

4) Current Program:

BM, Performance, CIP 500903

Bassoon

Cello

Clarinet

Euphonium

Flute

General

Guitar

Horn

Jazz-Studio

Music

Oboe

Organ

Percussion

Piano

Piano Pedagogy

Saxophone

String Bass

Trombone

Trumpet

Tuba

Viola

Violin

Voice

Proposed Change:

Delete options

Program as Changed:

BM, Performance, CIP 500903

Bassoon
Cello
Clarinet
Euphonium
Flute
General
Guitar
Horn
~~Jazz Studio~~-(delete option)
~~Music~~-(delete option)
Oboe
Organ
Percussion
Piano
Piano Pedagogy
Saxophone
String Bass
Trombone
Trumpet
Tuba
Viola
Violin
Voice

University of Missouri-St. Louis

1) Current Program:

MEd, Secondary Education, CIP 131205
Curriculum & Instruction
General
Middle Level Education
Reading
Teaching English to Speakers of Other Languages
Teacher Education

Proposed Change:
Title change only

Program as Changed:

MEd, Secondary Education, CIP 131205
Curriculum & Instruction
General
Middle Level Education
Reading
Teaching English to Speakers of Other Languages
Teacher Certification (title change)

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

Cottey College

- 1) Current Program:
BA, Social Sciences Other, CIP 240199

Proposed Change:
Delete program

Program as Changed:
~~BA, Social Sciences Other, CIP 240199 (delete program)~~

Fontbonne University

- 1) Current Program:
BA, Applied Sociology, CIP 451101

Proposed Change:
Delete program

Program as Changed:
~~BA, Applied Sociology, CIP 451101 (delete program)~~

- 2) Current Program:
BS, Biotechnology, CIP 261201

Proposed Change:
Delete program

Program as Changed:
~~BS, Biotechnology, CIP 261201 (delete program)~~

- 3) Current Program:
BBA, Business Administration, CIP 520201

Proposed Change:
Delete program

Program as Changed:
~~BBA, Business Administration, CIP 520201 (delete program)~~

- 4) Current Program:
BS, Computer and Information Science, CIP 110101

Proposed Change:

Title change

Program as Changed:

BS, Computer Science, CIP 110101 (title change)

5) Current Program:

BA, Contemporary Studies, CIP 240101

Proposed Change:

Delete program

Program as Changed:

~~*BA, Contemporary Studies, CIP 240101 (delete program)*~~

6) Current Program:

BA, Corporate Communication, CIP 090901

Proposed Change:

Delete program

Program as Changed:

~~*BA, Corporate Communication, CIP 090901 (delete program)*~~

7) Current Program:

BA, English, CIP 230101

Proposed Change:

Delete program

Program as Changed:

~~*BA, English, CIP 230101 (delete program)*~~

8) Current Program:

BA, Leadership Studies, CIP 520213

Proposed Change:

Delete program

Program as Changed:

~~BA, Leadership Studies, CIP 520213 (delete program)~~

9) Current Program:

BS, Management, CIP 520201

Proposed Change:

Delete program

Program as Changed:

~~BS, Management, CIP 520201 (delete program)~~

10) Current Program:

BS, Managerial Analytics, CIP 520201

Proposed Change:

Delete program

Program as Changed:

~~BS, Managerial Analytics, CIP 520201 (delete program)~~

11) Current Program:

BS, Mathematics, CIP 270101

Proposed Change:

Delete program

Program as Changed:

~~BS, Mathematics, CIP 270101 (delete program)~~

12) Current Program:

BS, Sports & Entertainment Management, CIP 529999

Proposed Change:

Delete program

Program as Changed:

~~BS, Sports & Entertainment Management, CIP 529999 (delete program)~~

13) Current Program:

C0, Athletic Conditioning, CIP 360108

Proposed Change:

Delete program

Program as Changed:

~~C0, Athletic Conditioning, CIP 360108 (delete program)~~

14) Current Program:

C0, Business Spanish, CIP 160905

Proposed Change:

Delete program

Program as Changed:

~~C0, Business Spanish, CIP 160905 (delete program)~~

15) Current Program:

C0, Business Taxation, CIP 521601

Proposed Change:

Delete program

Program as Changed:

~~C0, Business Taxation, CIP 521601 (delete program)~~

16) Current Program:

C0, Coaching, CIP 360108

Proposed Change:

Delete program

Program as Changed:

~~C0, Coaching, CIP 360108 (delete program)~~

17) Current Program:

C0, Commercial Spanish, CIP 160905

Proposed Change:

Delete program

Program as Changed:

~~C0, Commercial Spanish, CIP 160905 (delete program)~~

18) Current Program:

C0, Computer Education, CIP 131321

Proposed Change:

Delete program

Program as Changed:

~~C0, Computer Education, CIP 131321 (delete program)~~

19) Current Program:

C0, Individual Taxation, CIP 521601

Proposed Change:

Delete program

Program as Changed:

~~C0, Individual Taxation, CIP 521601 (delete program)~~

20) Current Program:

C0, Professional Development, CIP 320107

Proposed Change:

Delete program

Program as Changed:

~~C0, Professional Development, CIP 320107 (delete program)~~

21) Current Program:

C0, Project Management, CIP 521899

Proposed Change:

Delete program

Program as Changed:

~~C0, Project Management, CIP 521899 (delete program)~~

22) Current Program:

C0, Sales & Sales Management, CIP 521804

Proposed Change:

Delete program

Program as Changed:

~~C0, Sales & Sales Management, CIP 521804~~ (delete program)

23) Current Program:

C0, Spanish Proficiency, CIP 160905

Proposed Change:

Delete program

Program as Changed:

~~C0, Spanish Proficiency, CIP 160905~~ (delete program)

24) Current Program:

MS, Computer Education, CIP 131321

Proposed Change:

Delete program

Program as Changed:

~~MS, Computer Education, CIP 131321~~ (delete program)

25) Current Program:

MA, Education, CIP 130101

Proposed Change:

Add options

Program as Changed:

MA, Education, CIP 130101

Autism Spectrum Disorder (add option)

Curriculum and Instruction (add option)

Diverse Learners (add option)

Reading (add option)

Special Education (add option)

26) Current Program:

MST, Taxation, CIP 521601

Proposed Change:

Delete program

Program as Changed:

~~MST, Taxation, CIP 521601~~ (delete program)

Maryville University

1) Current Program:

MSN, Nursing, CIP 513803

Proposed Change:

Addition of certificate program developed from approved existing parent degree

Program as Changed:

MSN, Nursing, CIP 513803

GRCT, Adult Gerontology Primary Care Nurse Practitioner, CIP 513899 (add certificate)

2) Current Program:

MSN, Nursing, CIP 513803

Proposed Change:

Addition of certificate program developed from approved existing parent degree

Program as Changed:

MSN, Nursing, CIP 513803

GRCT, Adult Gerontology Acute Care Nurse Practitioner, CIP 513814 (add certificate)

3) Current Program:

MSN, Nursing, CIP 513803

Proposed Change:

Addition of certificate program developed from approved existing parent degree

Program as Changed:

MSN, Nursing, CIP 513803

GRCT, Pediatric Primary Care Nurse Practitioner, CIP 513899 (add certificate)

4) Current Program:

MSN, Nursing, CIP 513803

Proposed Change:

Addition of certificate program developed from approved existing parent degree

Program as Changed:

MSN, Nursing, CIP 513803

GRCT, Family Nurse Practitioner, CIP 513809 (add certificate)

5) Current Program:

BS, Mathematical Modeling for Business, CIP 270301

Proposed Change:

Title change

Program as Changed:

BS, Applied Statistics & Data Analytics, CIP 270301

6) Current Program:

MS, Nurse Educator, CIP 513817

Proposed Change:

Delete program

Program as Changed:

~~MS, Nurse Educator, CIP 513817 (delete program)~~

7) Current Program:

MS, Health Administration, CIP 510701

Proposed Change:

Delete program

Program as Changed:

~~MS, Health Administration, CIP 510701 (delete program)~~

8) Current Program:

BS, Health Care Management, CIP 510701

Proposed Change:

Delete program

Program as Changed:

~~BS, Health Care Management, CIP 510701 (delete program)~~

9) Current Program:

BS, Accounting Information Systems, CIP 520399

Proposed Change:

Title change

Program as Changed:

BS, Accounting Systems and Forensics, CIP 520399 (title change)

10) Current Program:

MBA, E-Business, CIP 520101

GRCT, E-Business, CIP 520101

Proposed Change:

Delete program

Program as Changed:

~~*MBA, E-Business, CIP 520101 (delete program)*~~

~~*GRCT, E-Business, CIP 520101 (delete program)*~~

11) Current Program:

MBA, Information Systems, CIP 520101

GRCT, Information Systems, CIP 520101

Proposed Change:

Delete program

Program as Changed:

~~*MBA, Information Systems, CIP 520101 (delete program)*~~

~~*GRCT, Information Systems, CIP 520101 (delete program)*~~

12) Current Program:

MBA, International Business, CIP 520101

GRCT, International Business, CIP 520101

Proposed Change:

Delete program

Program as Changed:

~~*MBA, International Business, CIP 520101 (delete program)*~~

~~*GRCT, International Business, CIP 520101 (delete program)*~~

13) Current Program:

MBA, Business Administration, CIP 520804

Proposed Change:

Addition of certificate program developed from approved parent degree

Program as Changed:

GRCT, Financial Services, CIP 520804 (add certificate)

14) Current Program:

MBA, Business Administration, CIP 520804

Proposed Change:

Addition of certificate program developed from approved parent degree

Program as Changed:

GRCT, Healthcare Practice Management, CIP 510701 (add certificate)

15) Current Program:

MBA, Business Administration, CIP 520804

Proposed Change:

Addition of certificate program developed from approved parent degree

Program as Changed:

GRCT, Human Resources Management, CIP 521099 (add certificate)

16) Current Program:

MBA, Business Administration, CIP 520804

Proposed Change:

Addition of certificate program developed from approved parent degree

Program as Changed:

GRCT, Information Technology, CIP 521201 (add certificate)

17) Current Program:

MBA, Business Administration, CIP 520804

Proposed Change:

Addition of certificate program developed from approved parent degree

Program as Changed:

GRCT, Project Management, CIP 520211 (add certificate)

18) Current Program:

MBA, Business Administration, CIP 520804

Proposed Change:

Addition of certificate program developed from approved parent degree

Program as Changed:

GRCT, Supply Chain Management/Logistics, CIP 520203 (add certificate)

19) Current Program:

BA, Criminology, CIP 450401

Proposed Change:

Title change

Program as Changed:

BA, Criminal Justice/Criminology, CIP 450401 (title change)

20) Current Program:

MS, Cybersecurity, CIP 290207

Proposed Change:

Addition of certificate and options developed from approved existing parent degree

Program as Changed:

GRCT, Cybersecurity, CIP 290207 (add certificate)

General (add option)

Offensive (add option)

Defensive (add option)

21) Current Program:

MAEd, Education, CIP 130101

Elementary or Secondary Generalist

Proposed Change:

Delete option

Program as Changed:

MAEd, Education, CIP 130101

~~*Elementary or Secondary Generalist (delete option)*~~

22) Current Program:

MAEd, Education, CIP 130101

Environmental Education

Proposed Change:

Delete option

Program as Changed:

MAEd, Education, CIP 130101

~~*Environmental Education (delete option)*~~

23) Current Program:

MAEd, Education, CIP 130101

Secondary Teaching and Inquiry

Proposed Change:

Delete option

Program as Changed:

MAEd, Education, CIP 130101

~~Secondary Teaching and Inquiry~~ (delete option)

24) Current Program:

MAEd, Education, CIP 130101

Proposed Change:

Add option

Program as Changed:

MAEd, Education, CIP 130101

Reading/Literacy (add option)

Park University

1) Current Program:

BA, Child and Family Studies, CIP 190706

Proposed Change:

Delete program

Program as Changed:

~~BA, Child and Family Studies, CIP 190706~~ (delete program)

2) Current Program:

BA, Business Economics, CIP 520601

Proposed Change:

Delete program

Program as Changed:

~~BA, Business Economics, CIP 520601~~ (delete program)

3) Current Program:

BA, Communications Theory and Human Relations with Computational Sciences, CIP 099999

Proposed Change:

Delete program

Program as Changed:

~~BA, Communications Theory and Human Relations with Computational Sciences, CIP 09999 (delete program)~~

- 4) Current Program:
BA, Human Services, CIP 511504

Proposed Change:
Delete program

Program as Changed:
~~BA, Human Services, CIP 511504 (delete program)~~

- 5) Current Program:
BA, Liberal Studies, CIP 240199

Proposed Change:
Delete program

Program as Changed:
~~BA, Liberal Studies, CIP 240199 (delete program)~~

- 6) Current Program:
BA, Natural Science, CIP 030102

Proposed Change:
Delete program

Program as Changed:
~~BA, Natural Science, CIP 030102 (delete program)~~

- 7) Current Program:
BA, BS, Computer Based Information Systems, CIP 119999

Proposed Change:
Delete program

Program as Changed:
~~BA, BS, Computer Based Information Systems, CIP 119999 (delete program)~~

- 8) Current Program:
BA, Early Childhood Education, CIP 131204

Proposed Change:
Delete program

Program as Changed:
~~BA, Early Childhood Education, CIP 131204(delete program)~~

- 9) Current Program:
MSEd, Special Education, CIP 130101

Proposed Change:
Delete program

Program as Changed:
~~MSEd, Special Education, CIP 130101 (delete program)~~

- 10) Current Program:
MS, Educational Admin, CIP 130101

Proposed Change:
Delete program

Program as Changed:
~~MS, Educational Admin, CIP 130101 (delete program)~~

- 11) Current Program:
BPA, Fire Services Management, CIP 430202 (at KCA location)

Proposed Change:
Delete program

Program as Changed:
~~BPA, Fire Services Management, CIP 430202 (at KCA location) (delete program)~~

- 12) Current Program:
BA, Liberal Arts, CIP 240101

Proposed Change:
Delete program

Program as Changed:
~~BA, Liberal Arts, CIP 240101 (delete program)~~

- 13) Current Program:
BA, BS, Portfolio, CIP 309999 (at KCA location)

Proposed Change:
Delete program

Program as Changed:
~~BA, BS, Portfolio, CIP 309999 (at KCA location), (delete program)~~

14) Current Program:

BS, Computer Science, CIP 110101

Proposed Change:

Delete program

Program as Changed:

~~BS, Computer Science, CIP 110101, (delete program)~~

15) Current Program:

AS, Medical Records Management, CIP 510706

Proposed Change:

Delete program

Program as Changed:

~~AS, Medical Records Management, CIP 510706, (delete program)~~

16) Current Program:

BA, Women, Gender & Sexuality, CIP 190706

Proposed Change:

Delete program

Program as Changed:

~~BA, Women, Gender & Sexuality, CIP 190706, (delete program)~~

Rockhurst University

1) Current Program:

MEd, Master of Education, CIP 130101

Proposed Change:

Title change only

Program as Changed:

MEd, Education, CIP 130101 (title change)

Program Changes Requested and Not Approved

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

New Programs Recommended for Provisional Approval (Public Institutions)

Crowder College

- 1) C1, Certified Medical Assistant, CIP 510801 (for delivery at McDonald County Instruction Center)

- 2) AAS, Certified Medical Assistant, CIP 510801 (for delivery at McDonald County Instruction Center)

Lincoln University

- 1) MA, Masters in Higher Education with a concentration in Historical Black Colleges and Universities (HBCUs), CIP 130401 (for delivery main and online)

Missouri State University

- 1) BS, History, CIP 540101 (for delivery at main)
- 2) MA, Teaching and Learning, CIP 131299 (for delivery at Faught Administration Center)
- 3) EDSp, Teacher Leadership, CIP 131299 (for delivery at Faught Administration Center)

Northwest Missouri State University

- 1) BS, Computer Science (Completion program), CIP 110101 (for delivery at Northwest-Kansas City Center)
- 2) BS, Criminology, CIP 450401 (for delivery main and Northwest-Kansas City Center)
Adult System
Juvenile System
Diversity
- 3) BSEd, Elementary Education (Completion program), CIP 131202 (for delivery at Northwest-Kansas City Center)
- 4) BSEd, Special Education (Completion program), CIP 131007 (for delivery at Northwest-Kansas City Center)
- 5) BS, Marketing, CIP 521401 (for delivery at Metropolitan Community College-Maple Woods)

Ozarks Technical Community College

- 1) AA, Business, CIP 520201 (for delivery at OTC-Lebanon and online)

Three Rivers Community College

- 1) C1, Criminal Justice-P.O.S.T. Academy, CIP 430107 (for delivery at Caruthersville)
- 2) C1, Maintenance Welding, CIP 480508 (for delivery at Caruthersville)
- 3) C1, Manufacturing Welding, CIP 460508 (for delivery at Caruthersville)
- 4) C1, Precision Agriculture, CIP 010301 (for delivery at Caruthersville)
- 5) AAS, Agriculture-Agribusiness, CIP 010201 (for delivery at Caruthersville Center)
- 6) AAS, Agriculture-Agriculture Science, CIP 010201 (for delivery at Caruthersville Center)
- 7) AAS, Agriculture-Agritechnology, CIP 010201 (for delivery at Caruthersville Center)
- 8) AAS, Forestry Technology, CIP 030511 (for delivery at Willow Springs)
- 9) AAS, Industrial Technology, CIP 480508 (for delivery at Caruthersville)

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)

Avila University

- 1) BSBA, Accounting, CIP 520301
- 2) BA, Art, CIP 500701
 - Art Education
 - Art Therapy
- 3) BFA, Art, CIP 500701
 - Graphic Design
- 4) BS, Biochemistry and Molecular Biology, CIP 260101
- 5) BS, Biology, CIP 260101
- 6) BA, Business Administration, CIP 520101
- 7) BSBA, Business Administration, CIP 520201
- 8) MBA, Business Administration, CIP 520205
 - Accounting
 - Finance
 - Health Care Administration
 - Management
 - International Business
 - Marketing
 - Management Information Systems
- 9) BA, Business Education, CIP 130303
- 10) BA, Communication, CIP 090101
 - Film & Digital Media
- 11) BS, Computer Science, CIP 110101
- 12) BA, Corporate Communication, CIP 090902
- 13) MS, Counseling Psychology, CIP 422803
- 14) BA, Criminology and Justice Studies, CIP 450401
- 15) MA, Education, CIP 130401
 - TESL
 - Teaching & Learning
 - International Education & Leadership
- 16) BS, Educational Studies-Elementary, CIP 130101
- 17) BS, Educational Studies-Middle School, CIP 130101
- 18) BS, Educational Studies-Special Education, CIP 130101
- 19) BS, Elementary Education, CIP 131202
- 20) BA, English, CIP 230101
- 21) BSBA, Finance, CIP 520801
- 22) BS, Healthcare Management, CIP 510702
- 23) BA, History, CIP 540101
- 24) BA, Human Resources, CIP 521001
- 25) BA, International Advocacy, CIP 130701
- 26) BSBA, International Business, CIP 521101
- 27) BS, Kinesiology, CIP 310505
- 28) BSBA, Management, CIP 520101
- 29) MA, Management, CIP 520213
 - Nonprofit Fundraising
 - Project Management
 - Instructional Design & Technology

- 30) BSBA, Marketing, CIP 521801
- 31) BS, Middle School Education, CIP 131203
- 32) BA, Music, CIP 500903
 - Voice Performance
 - Piano Performance
 - Conducting
- 33) BSN, Nursing, CIP 513801
- 34) MS, Organizational Development Psychology, CIP 422804
- 35) BS, Pre Health Professions, CIP 511102
- 36) BA, Psychology, CIP 420101
 - Mental Health
 - Research
 - General
- 37) MS, Psychology, CIP 420101
 - Mental Health
 - Research
- 38) BSAcc, Public Accounting, CIP 520301
- 39) BS, Radiologic Science, CIP 510907
- 40) BA, Religious Studies and Philosophy, CIP 380201
 - Philosophy
 - Religious Studies
- 41) BSW, Social Work, CIP 440701
- 42) BA, Sociology, CIP 451101
- 43) BS, Software Engineering, CIP 110101
- 44) BS, Special Education, CIP 131011
- 45) BA, Theatre, CIP 500501
- 46) BFA, Theatre, CIP 500501
 - Acting
 - Directing/Producing
 - Theatre Design & Technology
 - Musical Theatre
- 47) BS, Wellness Studies, CIP 511102

Cottey College

- 1) BA, English, CIP 230101
 - Women Writers
 - General
- 2) BA, Psychology, CIP 420101

Cox College

- 1) C0, Certified Nurse Assistant, CIP 513902 (for delivery at main)
- 2) AS, Associate of Science, Nursing, CIP 513801 (for delivery at main)
- 3) BS, Nursing-Entry, CIP 513801 (for delivery at main)
- 4) BS, Nursing-Accelerated, CIP 513801 (for delivery at main)
- 5) BS, Associate of Science to Bachelor of Science, Nursing (RN-BSN), CIP 513801 (for delivery at main)

- 6) AS, Radiography, CIP 510911 (for delivery at main)
- 7) C1, Diagnostic Imaging, Echo Extension, CIP 510999 (for delivery at main)
- 8) BS, Diagnostic Imaging, CIP 510999 (for delivery at main)
- 9) AS, Medical Assisting, CIP 510801 (for delivery at main)
- 10) C1, Medical Transcription, CIP 510708 (for delivery at main)
- 11) C2, Medical Billing and Coding, CIP 510713 (for delivery at main)
- 12) MS, Nursing, Nurse Educator, CIP 513817 (for delivery at main)
- 13) MS, Nursing, Nurse Practitioner, CIP 513805 (for delivery at main)
- 14) GRCT, Nurse Educator, CIP 513817 (for delivery at main)
- 15) GRCT, Nurse Practitioner, CIP 513805 (for delivery at main)
- 16) MS, Nutrition Diagnostics, CIP 513101 (for delivery at main)
- 17) MS, Occupational Therapy, CIP 512306 (for delivery at main)

Fontbonne University

- 1) C0, Cybersecurity, CIP 290207 (for delivery main)
- 2) C0, Social Entrepreneurship, CIP 520799 (for delivery main)
- 3) C0, Speech Language Pathology Assistant, CIP 510816 (for delivery main)
- 4) C0, One Health, CIP 512510 (for delivery main)
- 5) BA, English for Secondary Certification, CIP 230101 (for delivery main)
- 6) BA, Global Studies, CIP 302001 (for delivery main)
- 7) BA, Literary Studies, CIP 231401 (for delivery main)
- 8) BA, Professional Writing, CIP 231301 (for delivery main)
- 9) BA, Religious Studies, CIP 380201 (for delivery main)
- 10) BA, Strategic Communication, CIP 090999 (for delivery main)
- 11) BFA, Applied Design, CIP 500102 (for delivery main)
- 12) BFA, Figurative Studies, CIP 500799 (for delivery main)
- 13) BS, Applied Mathematics, CIP 270101 (for delivery main)
- 14) BS, Bioinformatics, CIP 261103 (for delivery main)
- 15) BS, Cybersecurity, CIP 290207 (for delivery main)
- 16) BS, Family Policy and Advocacy, CIP 190707 (for delivery main)
- 17) BS, Health Education and Promotion, CIP 510001 (for delivery main)
- 18) BS, Healthcare Management, CIP 510701 (for delivery main)
- 19) BS, Management Information Systems, CIP 110101 (for delivery main)
- 20) BS, Management and Leadership, CIP 521099 (for delivery main)
- 21) BS, Mathematics for Secondary Education, CIP 270101 (for delivery main)
- 22) BS, Medical Laboratory Science, CIP 511005 (for delivery main)
- 23) GRCT, Instructional Design and Technology, CIP 130501 (for delivery main)
- 24) GRCT, Learning Technologies, CIP 131321 (for delivery main)
- 25) GRCT, Management, CIP 521099 (for delivery main)
- 26) GRCT, Virtual Worlds in Education, CIP 130501 (for delivery main)
- 27) MA, Deaf Education: Inclusive Educational Settings, CIP 131003 (for delivery main)
- 28) MAT, Speech and Theatre, CIP 131324 (for delivery main)
- 29) MS, Computer Science, CIP 110101 (for delivery main)
- 30) MS, Instructional Design and Technology, CIP 130501 (for delivery main)
- 31) MS, Learning Technologies, CIP 131321 (for delivery main)

Maryville University

- 1) C0, Gerontology, CIP 301101 (for delivery at main)
- 2) C0, Sales Professional, CIP 521804 (for delivery at main)
- 3) C0, Sales Management, CIP 521899 (for delivery at main)
- 4) BFA, Interactive Design, CIP 500409 (for delivery at main)
- 5) BS, Financial Services, CIP 520804 (for delivery at main)
- 6) BS, Healthcare Practice Management, CIP 510701 (for delivery main and online)
- 7) MA, Management and Leadership, CIP 520201 (for delivery at main)
- 8) MS, Cybersecurity, CIP 290207 (for delivery at main)

Midwestern Baptist Theological Seminary

- 1) AA, Biblical Studies, CIP 390201 (for delivery at main, online, St. Louis extension)
- 2) AA, Worship Ministries, CIP 390501 (for delivery at main, online, St. Louis extension)
- 3) AA, Intercultural Studies, CIP 390301 (for delivery at main, online, St. Louis extension)
- 4) AD, Associate of Divinity, CIP 390604 (for delivery at main, online, St. Louis extension)
- 5) BA, Biblical Studies, CIP 390201 (for delivery at main, online, St. Louis extension)
- 6) BA, Biblical Studies-Accelerate, CIP 390201 (for delivery at main, online, St. Louis extension)
- 7) BA, Biblical Studies-Adult Degree, CIP 390201 (for delivery at main, online, St. Louis extension)
- 8) BA, Christian Ministry, CIP 390401 (for delivery at main, online, St. Louis extension)
- 9) BA, Christian Ministry with Missions, CIP 390301 (for delivery at main, online, St. Louis extension)
- 10) BA, Biblical Studies with Business, CIP 390201 (for delivery at main, online, St. Louis extension)
- 11) BA, Biblical Studies with Counseling Psychology, CIP (for delivery at main and online)
- 12) BA, Biblical Studies with Humanities, CIP 390701 (for delivery at main, online, St. Louis extension)
- 13) BA, Biblical Studies with Worship Ministries, CIP 390501 (for delivery at main, online, St. Louis extension)
- 14) BA, Christian Ministry with Business, CIP 390201 (for delivery at main, online, St. Louis extension)
- 15) BA, Christian Ministry with Counseling Psychology, CIP 390701 (for delivery at main, online, St. Louis extension)
- 16) BA, Christian Ministry with Divinity, CIP 390201 (for delivery at main, online, St. Louis extension)
- 17) BA, Christian Ministry with Humanities, CIP 390201 (for delivery at main, online, St. Louis extension)
- 18) BA, Christian Ministry with Worship Ministries, CIP 390501 (for delivery at main, online, St. Louis extension)
- 19) BA, Christian Ministry (Missions Emphasis) with Business, CIP 390201 (for delivery at main, online, St. Louis extension)
- 20) BA, Christian Ministry (Missions Emphasis) with Counseling Psychology, CIP 390201 (for delivery at main, online, St. Louis extension)
- 21) BA, Christian Ministry (Missions Emphasis) with Divinity, CIP 390201 (for delivery at main, online, St. Louis extension)

- 22) BA, Christian Ministry (Missions Emphasis) with Humanities, CIP 390301 (for delivery at main, online, St. Louis extension)
- 23) BA, Intercultural Studies, CIP 390301 (for delivery at main, online, St. Louis extension)
- 24) BA, Intercultural Studies with Business, CIP 390301 (for delivery at main, online, St. Louis extension)
- 25) BA, Intercultural Studies with Counseling Psychology, CIP 390301 (for delivery at main, online, St. Louis extension)
- 26) BA, Intercultural Studies with Divinity, CIP 390301 (for delivery at main, online, St. Louis extension)
- 27) BA, Intercultural Studies with Humanities, CIP 390301 (for delivery at main, online, St. Louis extension)
- 28) MA, Biblical Languages, CIP 161103 (for delivery at main, online)
- 29) MA, Christian Education, CIP 390401 (for delivery at main, online, St. Louis extension)
- 30) MA, Christian Education with Worship Ministries, CIP 390501 (for delivery at main, online)
- 31) MA, Counseling (Korean Track), CIP 51106 (for delivery at main, online)
- 32) MA, Counseling, CIP 511506 (for delivery at main, online)
- 33) MA, Worship Ministries, CIP 390501 (for delivery at main, online)
- 34) MA, Worship Ministries with Christian Education, CIP 390501 (for delivery at main, online)
- 35) MDiv, Standard, CIP 390602 (for delivery at main, online, St. Louis extension)
- 36) MDiv, Online-Standard, CIP 390602 (for delivery at main, online, St. Louis extension)
- 37) MDiv, Biblical Languages, CIP 390601 (for delivery at main, online, St. Louis extension)
- 38) MDiv, Christian Education, CIP 390401 (for delivery at main, online, St. Louis extension)
- 39) MDiv, Church Planting, CIP 390301 (for delivery at main, online, St. Louis extension)
- 40) MDiv, Counseling, CIP 511506 (for delivery at main, online, St. Louis extension)
- 41) MDiv, International Church Planting, CIP 390602 (for delivery at main, online, St. Louis extension)
- 42) MDiv, Leadership, CIP 390601 (for delivery at main, online, St. Louis extension)
- 43) MDiv, Preaching and Pastoral Ministry, CIP 390601 (for delivery at main, online, St. Louis extension)
- 44) MDiv, Worship Ministries, CIP 390501 (for delivery at main, online, St. Louis extension)
- 45) MDiv, Youth Ministry, CIP 390602 (for delivery at main, online, St. Louis extension)
- 46) MDiv, Korean Standard, CIP 390601 (for delivery at main, online, St. Louis extension)
- 47) MDiv, Korean Biblical Languages, CIP 390601 (for delivery at main, online, St. Louis extension)
- 48) MDiv, Korean Counseling, CIP 390601 (for delivery at main, online, St. Louis extension)
- 49) MDiv, Korean Christian Education, CIP 390401 (for delivery at main, online, St. Louis extension)
- 50) MDiv, International Church Planting, CIP 390602 (for delivery at main, online, St. Louis extension)
- 51) MTS, Theological Studies-Standard, CIP 390601 (for delivery at main, online, St. Louis extension)
- 52) MTS, Theological Studies-Church Planting, CIP 390601 (for delivery at main, online, St. Louis extension)

- 53) MTS, Theological Studies-Church Revitalization, CIP 390601 (for delivery at main, online, St. Louis extension)
- 54) MTS, Theological Studies-Counseling (Korean Track), CIP 390601 (for delivery at main, online)
- 55) MTS, Theological Studies-Leadership, CIP 390601 (for delivery at main, online, St. Louis extension)
- 56) MTS, Theological Studies-Ministry (Saddleback), CIP 390601 (for delivery at main, online)
- 57) MTS, Theological Studies-Missions, CIP 390601 (for delivery at main, online, St. Louis extension)
- 58) MTS, Theological Studies-Mobilization, CIP 390601 (for delivery at main, online, St. Louis extension)
- 59) MTS, Theological Studies-Preaching and Pastoral Ministry, CIP 390601 (for delivery at main, online, St. Louis extension)
- 60) MTS, Theological Studies-Three Fourteen (St. Louis), CIP 390601 (for delivery at main, online, St. Louis extension)
- 61) ThM, CIP 390601 (for delivery at main, online)
- 62) ThM, Theology-Pedagogy, CIP 390601 (for delivery at main, online)
- 63) ThM, Theology-Research Languages, CIP 390601 (for delivery at main, online)
- 64) DCoun, Doctor of Counseling, CIP 390701 (for delivery at main and online)
- 65) DEDMIN, Doctor of Educational Ministry, CIP 390401
- 66) DMin, CIP 390601 (for delivery at main, online)
- 67) DMin, Apologetics, CIP 390601 (for delivery at main, online)
- 68) DMin, Care and Counseling, CIP 390601 (for delivery at main, online)
- 69) DMin, Chaplaincy, CIP 390601 (for delivery at main, online)
- 70) DMin, Church Revitalization, CIP 390601 (for delivery at main, online)
- 71) DMin, Ethics, CIP 390601 (for delivery at main, online)
- 72) DMin, Preaching, CIP 390601 (for delivery at main, online)
- 73) DMin, Leadership, CIP 390601 (for delivery at main, online)
- 74) DMin, Missiology, CIP 390601 (for delivery at main, online)
- 75) DPC, Doctor of Professional Counseling, CIP 390701 (for delivery at main and online)
- 76) PhD, Biblical Studies, CIP 390201 (for delivery at main, online)
- 77) PhD, Biblical Studies-Apologetics, CIP 390201 (for delivery at main, online)
- 78) PhD, Biblical Studies-Ethics, CIP 390201 (for delivery at main, online)
- 79) PhD, Biblical Studies-Historical Theology, CIP 390201 (for delivery at main, online)
- 80) PhD, Biblical Studies-Ministry, CIP 390201 (for delivery at main, online)
- 81) PhD, Biblical Studies-Missiology, CIP 390201 (for delivery at main, online)
- 82) PhD, Biblical Studies-New Testament, CIP 161103 (for delivery at main, online)
- 83) PhD, Biblical Studies-Old Testament, CIP 161103 (for delivery at main, online)
- 84) PhD, Biblical Studies-Preaching, CIP 390201 (for delivery at main, online)
- 85) PhD, Biblical Studies-Theology, CIP 390201 (for delivery at main, online)

Missouri Baptist University

- 1) C0, BA, BS, BPS, English, CIP 230101 (for delivery main, Arnold, Jefferson College RLC, Franklin County RLC, Farmington RLC)

- 2) C1, ASB, BA, BS, BPS, MBA, Business Administration, CIP 520201 (for delivery main, Arnold, Farmington RLC, Jefferson College RLC, Franklin County RLC, Troy-Wentzville, online--MBA only)
- 3) BA, Chemistry-Forensic Science, CIP 400510 (for delivery main)
- 4) BA, BS, Biology, CIP 260101 (for delivery main)
- 5) BA, BS, Chemistry, CIP 400501 (for delivery main)
- 6) BA, BS, BPS, Accounting, CIP 520301 (for delivery main, Arnold, Jefferson College RLC, Troy-Wentzville)
- 7) BA, BS, BPS, Applied Management, CIP 520299 (for delivery main, Arnold, Franklin County RLC, Farmington RLC, Jefferson College RLC, Troy-Wentzville)
- 8) BA, BS, BPS, Behavioral Science, CIP 301701 (for delivery main, Jefferson College RLC, Troy-Wentzville)
- 9) BA, BS, BPS, Broadcast Media, CIP 090701 (for delivery main)
- 10) BA, BS, BPS, Child Development, CIP 190706 (for delivery main, Arnold, Jefferson College RLC, Franklin County RLC, Farmington, RLC)
- 11) BA, BS, BPS, Communication Studies, CIP 090199 (for delivery main)
- 12) BA, BS, BPS, Criminal Justice, CIP 430104 (for delivery main, Jefferson College RLC, Troy-Wentzville)
- 13) BA, BS, BPS, Exercise Science, CIP 310504 (for delivery main)
- 14) BA, BS, BPS, MACM, Christian Ministry, CIP 399999 (for delivery main, online-MACM only)
- 15) BS, Biochemistry, CIP 260202 (for delivery main)
- 16) BS, Biotechnology, CIP 261201 (for delivery main)
- 17) BS, Business Education, CIP 131303 (for delivery main, Arnold, Jefferson College RLC, Franklin County RLC, Farmington RLC)
- 18) BSEd, Early Childhood Education, CIP 131210 (for delivery main, Arnold, Farmington, RLC, Jefferson College RLC, Franklin County RLC, Troy-Wentzville)
- 19) BSEd, Early Childhood Special Education, CIP 131015 (for delivery main, Jefferson College RLC, Arnold)
- 20) BSEd, Elementary Education, CIP 131202 (for delivery main, Arnold, Jefferson College RLC, Farmington RLC, Franklin County RLC, Troy-Wentzville)
- 21) MAC, Counselor Education, CIP 131101 (for delivery main, Arnold, Jefferson College RLC, Farmington RLC, Franklin County RLC, Troy-Wentzville, online)
- 22) MAT, Classroom Teaching, CIP 131299 (for delivery main, Arnold, Farmington RLC, Jefferson College RLC, Franklin County RLC, Troy-Wentzville, online—MAT only)
- 23) MET, Educational Technology, CIP 130501 (for delivery online)
- 24) MSCS, Corporate Security Leadership, CIP 430112 (for delivery online)
- 25) MSCJ, Criminal Justice, CIP 430104 (for delivery online)
- 26) MSED, Curriculum and Instruction, CIP 130301 (for delivery main, Arnold, Farmington, RLC, Franklin County RLC, Troy-Wentzville, online)
- 27) EDSp, Curriculum and Instruction, CIP 130301 (for delivery online)
- 28) MSFM, Fitness Management, CIP 131307 (for delivery main, online)
- 29) BS, BPS, Health Education, CIP 131307 (for delivery main, Franklin County RLC, Jefferson College RLC)
- 30) BA, BS, BPS, Health Sciences, CIP 510001 (for delivery main)

- 31) BS, BPS, Healthcare Management, CIP 510701 (for delivery main, Franklin County RLC, Jefferson College RLC, online)
- 32) EdD, Higher Education Leadership, CIP 130406 (for delivery main)
- 33) BA, BS, BPS, History, CIP 540101 (for delivery main)
- 34) BA, BS, BPS, Human Services, CIP 440000 (for delivery main, Franklin County RLC, Farmington RLC, Jefferson College RLC, Troy-Wentzville)
- 35) BS, Information Technology, CIP 110103 (for delivery main)
- 36) BA, BS, BPS, Journalism, CIP 090499 (for delivery main)
- 37) BS, BPS, K-12 Education, CIP 131206 (for delivery main, Jefferson College RLC, Franklin County RLC, Arnold)
- 38) EdD, Leadership in Teaching and Learning, CIP 139999 (for delivery main, Arnold)
- 39) BA, BS, BPS, Liberal Arts, CIP 240199 (for delivery main)
- 40) BA, BS, BPS, Management, CIP 520299 (for delivery main, Arnold, Jefferson College RLC, Farmington RLC, Troy-Wentzville)
- 41) BA, BS, BPS, Marketing, CIP 521401 (for delivery main, Troy-Wentzville)
- 42) BS, BPS, Mathematics, CIP 270101 (for delivery main, Arnold, Franklin County RLC, Jefferson College RLC, Farmington RLC)
- 43) BSEd, BS, BPS, Middle Childhood Education, CIP 131203 (for delivery main, Jefferson College RLC, Franklin County RLC, Arnold, Farmington RLC)
- 44) C1, BA, BS, BPS, Ministry and Leadership, CIP 380203 (for delivery main, online)
- 45) BA, Music, CIP 500901 (for delivery main)
- 46) BMEd, Music Education, CIP 131312 (for delivery main)
- 47) BM, Music Performance, CIP 500903 (for delivery main)
- 48) BM, Music with Elective Studies in Business, CIP 501003 (for delivery main)
- 49) BM, Musical Theatre, CIP 500509 (for delivery main)
- 50) BS, BPS, Physical Education, CIP 131314 (for delivery main, Franklin County RLC, Jefferson College RLC, Arnold)
- 51) AS, Pre-Nursing, CIP 511105 (for delivery main, Troy-Wentzville)
- 52) MEA, Principal 7-12, CIP 130409 (for delivery main, Arnold, Franklin County RLC, Farmington RLC, Jefferson College RLC, Troy-Wentzville)
- 53) MEA, Principal K-8, CIP 130408 (for delivery main, Arnold, Franklin County RLC, Farmington RLC, Jefferson College RLC, Troy-Wentzville)
- 54) BA, BS, BPS, Psychology, CIP 420101 (for delivery main, Jefferson College RLC, Troy-Wentzville)
- 55) BA, BS, BPS, Public Relations, CIP 090902 (for delivery main)
- 56) AS, Religion, CIP 390601 (for delivery main)
- 57) BA, BS, BPS, Secondary Education, CIP 131205 (for delivery main, Arnold, Jefferson College RLC, Franklin County RLC, Farmington RLC)
- 58) BA, BS, BPS, Social Sciences, CIP 450101 (for delivery main, Arnold, Jefferson College RLC, Franklin County RLC, Farmington RLC)
- 59) BSEd, Special Education Cross-Cat Disabilities Mild/Mod, CIP 131007 (for delivery main, Arnold, Jefferson College RLC, Franklin County RLC, Farmington RLC)
- 60) MEA, Special Education Director, CIP 130402 (for delivery main, Arnold, Jefferson College RLC, Franklin County RLC, Farmington RLC)
- 61) BA, BS, BPS, Speech/Theatre, CIP 131324 (for delivery main)
- 62) BA, BS, BPS, MSSM, Sport Management, CIP 310504 (for delivery main, online)

- 63) BA, BS, BPS, Studies in Teaching and Learning, CIP 130101 (for delivery main, Arnold, Farmington RLC, Jefferson College RLC, Franklin County RLC, Troy-Wentzville)
- 64) EDSp, Superintendent, CIP 130411 (for delivery main, Arnold, Farmington RLC, Jefferson College RLC, Franklin County RLC, Troy-Wentzville)
- 65) BA, BS, BPS, Theatre, CIP 500501 (for delivery main)
- 66) BA, BS, BPS, Unified Science, CIP 131316 (for delivery main, Arnold, Jefferson College RLC, Franklin County RLC, Farmington RLC)
- 67) BA, BS, BPS, Worship Arts Technology, CIP 309999 (for delivery main)
- 68) BM, Worship Leadership, CIP 390501 (for delivery main)

Park University

- 1) AS, Construction Management, CIP 460499 (for delivery Ft. Leonard Wood only)
- 2) AS, Criminal Justice Administration, CIP 430103 (for delivery KCA, online)
- 3) AS, Information Computer Science, CIP 110101 (for delivery online, KCA)
- 4) AS, Management/Accounting, CIP 520305 (for delivery KCA)
- 5) AS, Management, CIP 520201 (for delivery online, KCA, Ft. Leonard Wood)
- 6) AS, Management/Logistics, CIP 520203 (for delivery online)
- 7) AS, Social Psychology, CIP 422707 (for delivery KCA, online)
- 8) AS, Nursing, CIP 513801 (for delivery main)
- 9) BA, Communication, CIP 090101 (for delivery main)
 - Journalism
 - Photo Journalism
 - Broadcasting
 - Public Relations
- 10) BA, Criminal Justice Administration-Correction, CIP 430102 (for delivery main)
- 11) BA, Criminal Justice Administration-Law Enforcement, CIP 430103 (for delivery main)
- 12) BA, Criminal Justice Administration-Security, CIP 430109 (for delivery main)
- 13) BA, English, CIP 231301 (for delivery main)
 - Literature
 - Writing
 - Education
- 14) BA, Fine Art, CIP 500702 (for delivery main)
- 15) BA, History-European, CIP 510103 (for delivery main)
- 16) BA, History-United States, CIP 540101 (for delivery main)
- 17) BA, History-Public History, CIP 540105 (for delivery main)
- 18) BA, Legal Studies, CIP 220000 (for delivery main)
- 19) BA, Organization Communication, CIP 090901 (for delivery main, online, KCA)
- 20) BA, Political Science-International, CIP 451001 (for delivery main)
- 21) BA, Political Science-American Pol, CIP 451002 (for delivery main)
- 22) BA, Psychology, CIP 420101 (for delivery main, online)
- 23) BA, Sociology, CIP 451101 (for delivery main, online)
- 24) BA, Spanish, CIP 160905 (for delivery main)
- 25) BPA, Public Administration-Business Relations, CIP 440401 (for delivery online, KCA, Ft. Leonard Wood)
- 26) BPA, Public Administration-Criminal Justice, CIP 449999 (for delivery online, KCA, Ft. Leonard Wood)

- 27) BPA, Public Administration-Fire Service Management, CIP 430202 (for delivery online, KCA, Ft. Leonard Wood)
- 28) BPA, Public Administration-Homeland Security, CIP 449999 (for delivery online, KCA, Ft. Leonard Wood)
- 29) BPA, Public Administration-Public Service, CIP 449999 (for delivery online, KCA, Ft. Leonard Wood)
- 30) BFA, Interior Design, CIP 500408 (for delivery main)
- 31) BM, Music in Performance, CIP 500903 (for delivery main)
 - Applied Strings
 - Applied Piano
- 32) BS, Nurse Completion, CIP 513801 (for delivery online)
- 33) BS, Nurse Pre-licensure, CIP 513801 (for delivery main)
- 34) BSW, Social Work, CIP 440701 (for delivery main)
- 35) BS, Accounting, CIP 520301 (for delivery main, KCA)
- 36) BS, Athletic Training, CIP 510913 (for delivery main)
- 37) BS, Biology, CIP 260101 (for delivery main)
- 38) BS, Business Administration-Human Resources, CIP 520201 (for delivery main, online, KCA)
- 39) BS, Business Administration-Logistics, CIP 520203 (for delivery main, online, KCA)
- 40) BS, Business Administration-Finance, CIP 520201 (for delivery main, online, KCA)
- 41) BS, Business Administration-Marketing, CIP 520201 (for delivery main, online, KCA)
- 42) BS, Business Administration-Management, CIP 520201 (for delivery main, online, KCA)
- 43) BS, Business Administration-International Business, CIP 520201 (for delivery main, online, KCA)
- 44) BS, Chemistry, CIP 400501 (for delivery main)
- 45) BS, Criminal Justice Administration-Correction, CIP 430102 (for delivery online, Whiteman AFB)
- 46) BS, Criminal Justice Administration-Law Enforcement, CIP 430103 (for delivery online, Whiteman AFB)
- 47) BS, Criminal Justice Administration-Security, CIP 430109 (for delivery online, Whiteman AFB)
- 48) BS, Economics, CIP 450601 (for delivery main)
- 49) BS, Fitness/Wellness, CIP 310501 (for delivery main)
- 50) BS, Geography, CIP 450701 (for delivery main, online)
- 51) BS, Graphic Design, CIP 500409 (for delivery main)
- 52) BS, Information Systems, CIP 110103 (for delivery online, KCA)
- 53) BS, Information Computer Science-Computer Science, CIP 110101 (for delivery main, online)
- 54) BS, Information Computer Science-Networking, CIP 110901 (for delivery main, online)
- 55) BS, Information Computer Science-Software Engineering, CIP 110899 (for delivery main, online)
- 56) BS, Information Computer Science-Data Management, CIP 110101 (for delivery main, online)
- 57) BS, Interdisciplinary Studies, CIP 300000 (for delivery main, online, KCA, Whiteman AFB)
- 58) BS, Mathematics, CIP 270101 (for delivery main)

- 59) BS, Management, CIP 520201 (for delivery online, KCA, Whiteman AFB , Ft. Leonard Wood)
- 60) BS, Management/Accounting, CIP 520305 (for delivery KCA, Whiteman AFB)
- 61) BS, Management/Computer Information Systems, CIP 521201 (for delivery online, KCA, Whiteman AFB)
- 62) BS, Management/Engineering Administration, CIP 149999 (for delivery Ft. Leonard Wood)
- 63) BS, Management/Finance, CIP 520899 (for delivery online, KCA)
- 64) BS, Management/Healthcare, CIP 510701 (for delivery online, KCA, Whiteman AFB, Ft. Leonard Wood)
- 65) BS, Management/Human Resources, CIP 521001 (for delivery online, KCA, Whiteman AFB, Ft. Leonard Wood)
- 66) BS, Management/Logistics, CIP 520203 (for delivery online)
- 67) BS, Management/Marketing, CIP 521401 (for delivery online, KCA, Ft. Leonard Wood)
- 68) BS, Military History, CIP 540108 (for delivery online)
- 69) BS, Social Psychology, CIP 422707(for delivery main, online, KCA, Whiteman AFB)
- 70) BSEd, Early Childhood Education, CIP 131210 (for delivery main)
- 71) BSEd, Elementary Education, CIP 131202 (for delivery main)
- Language Arts
 - Math
 - Art
 - Fine Arts
 - Math/Science
 - Science
 - Social Studies
 - Special Education
- 72) BSEd, Middle School Education, CIP 131203 (for delivery main)
- Math
 - Science
 - English
 - Social Studies
 - 2nd Math
 - 2nd Science
 - 2nd English
 - 2nd Social Studies
- 73) BSEd, Secondary Education, CIP 131205 (for delivery main)
- English
 - Math
 - Social studies
 - Biology
 - Chemistry
 - Journalism
 - Art K-12
 - Spanish K-12
- 74) BSEd, Education Studies, CIP 139999
- Youth (for delivery main)

- Early Childhood Education and Leadership (for delivery online)
Early Childhood Education Teaching Young Children (for delivery online)
Young Child (for delivery main)
- 75) C1, Computer Networking, CIP 111003 (for delivery main, online)
76) C1, Terrorism and Homeland Security, CIP 430304 (for delivery main, online, KCA)
77) C1, Music, CIP 500903 (for delivery main)
78) C1, Thanatology, CIP 450101 (for delivery main)
79) MPA, Nonprofit and Community Services Management, CIP 440401 (for delivery at main)
80) MPA, Disaster and Emergency Management, CIP 440401 (for delivery at main)
81) MPA, Public Management, CIP 440401 (for delivery at main)
82) MPA, Business, Government and Global Society, CIP 440401 (for delivery at main)
83) MBA, General, CIP 520201 (for delivery main)
84) MBA, Human Resource Management, CIP 520201 (for delivery main)
85) MBA, Finance, CIP 520201 (for delivery main)
86) MBA, Management Information Systems, CIP 520201 (for delivery main)
87) MBA, International Business, CIP 520201 (for delivery main)
88) MBA, Global Executive, CIP 520201 (for delivery main)
89) MHA, Health Administration, CIP 510706 (for delivery main)
90) MSW, Social Work, CIP 440701 (for delivery main)
91) MEd, Language and Literacy, CIP 131315 (for delivery main)
92) MEd, Teacher Leadership, CIP 130101 (for delivery main)
93) MEd, Adult Education, CIP 131201 (for delivery main)
94) MEd, Education Leadership, CIP 130101 (for delivery main)
95) MM, Music, CIP 500903 (for delivery main)
Piano Performance,
Cello Performance
Violin Performance
Viola Performance
- 96) MA, Communication Leadership, CIP 090199 (for delivery main)
97) Post-Bacc, Artistic Diploma, Music Performance, CIP 500903 (for delivery main)
98) GRCT, Disaster and Emergency Management, CIP 430302 (for delivery main)
99) GRCT, Health Care Management Leadership, CIP 510701 (for delivery main)
100) GRCT, Non-Profit Leadership, CIP 440201 (for delivery main)
101) GRCT, International Organization, CIP 5122 (for delivery main)
102) GRCT, Finance, CIP 520899 (for delivery main)
103) GRCT, Management Information Systems, CIP 110101 (for delivery main)
104) GRCT, Creative and Life Writing, CIP 231302 (for delivery main)
105) GRCT, Business Government Leadership, CIP 520213 (for delivery main)
106) GRCT, Global Business, CIP 520299 (for delivery main)
107) GRCT, Music Performance, CIP 500903 (for delivery main)
108) GRCT, Homeland Security, CIP 430301 (for delivery main)

Saint Louis University

- 1) AA, General Studies, CIP 000000 (for delivery main)
- 2) BA, African American Studies, CIP 050201 (for delivery main)
- 3) BA, Anthropology, CIP 450201 (for delivery main)

- 4) BA, Biochemistry, CIP 260202 (for delivery main)
- 5) BA, Criminology & Criminal Justice, CIP 430104 (for delivery main)
- 6) BA, Environmental Studies, CIP 030103 (for delivery main)
- 7) BA, General Studies, CIP 240102 (for delivery main)
- 8) BA, Italian Studies, CIP 160902 (for delivery main)
- 9) BA, Latin American Studies, CIP 050107 (for delivery main)
- 10) BA, Theatre Management, CIP 501004 (for delivery main)
- 11) BS, Biostatistics, CIP 261102 (for delivery main)
- 12) BS, Civil Engineering, CIP 140801 (for delivery main)
- 13) BS, Emergency Management, CIP 430302 (for delivery main)
- 14) BS, Engineering Physics, CIP 141201 (for delivery main)
- 15) BS, Health Management, CIP 510701 (for delivery main)
- 16) BS, Health Sciences, CIP 510000 (for delivery main)
- 17) BS, Interdisciplinary Engineering, CIP 140101 (for delivery main)
- 18) BS, Magnetic Resonance Imaging, CIP 510920 (for delivery main)
- 19) BS, Medical Laboratory Science, CIP 511005 (for delivery main)
- 20) BS, Public Health, CIP 512200 (for delivery main)
- 21) BS, Security & Strategic Intel, CIP 430112 (for delivery main)
- 22) BS, Theatre Management, CIP 501003 (for delivery main)
- 23) BS, Bachelor of Science, CIP 512201 (for delivery main)
- 24) BS, Bachelor of Science, CIP 240199 (for delivery main)
- 25) GRCT, Didactic Program in Dietetics, CIP 513102 (for delivery main)
- 26) GRCT, Medical Laboratory Science, CIP 511005 (for delivery main)
- 27) GRCT, Organizational Leadership, CIP 520213 (for delivery main)
- 28) GRCT, Project Management, CIP 520211 (for delivery main)
- 29) GRCT, Strategic Communication, CIP 090101 (for delivery main)
- 30) DNP, Nursing Practice, CIP 513818 (for delivery main)
- 31) DOT, Occupational Therapy, CIP 512306 (for delivery main)
- 32) EDD, Curriculum & Instruction, CIP 130301 (for delivery main)
- 33) EDD, Educational Foundations, CIP 130101 (for delivery main)
- 34) LLM, Am Law for Foreign Lawyers, CIP (for delivery main)
- 35) MA, Biology, CIP 260101 (for delivery main)
- 36) MA, Communication, CIP 090100 (for delivery main)
- 37) MA, Curriculum & Instruction, CIP 130301 (for delivery main)
- 38) MA, Educational Foundations, CIP 130101 (for delivery main)
- 39) MA, Family Therapy, CIP 511505 (for delivery main)
- 40) MA, Leadership & Organizational Dev (for delivery main)
- 41) MA, Sociology, CIP 451101 (for delivery main)
- 42) MA, Student Personnel Admin, CIP 130401 (for delivery main)
- 43) MA, Teaching, CIP 130101 (for delivery main)
- 44) MATR, Athletic Training, CIP 510913 (for delivery main)
- 45) MIB, Business Administration, CIP 520201 (for delivery main)
- 46) MS, Applied Analytics, CIP 110104 (for delivery main)
- 47) MS, Applied Financial Economics, CIP 450602 (for delivery main)
- 48) MS, Bioinformatics & Comp Biol, CIP 261103 (for delivery main)
- 49) MS, Biosecurity & Disaster Preparedness, CIP 430302 (for delivery main)

- 50) MS, Clinical Psychology, CIP 422801 (for delivery main)
- 51) MS, Criminology & Prof Practice, CIP 450401 (for delivery main)
- 52) MS, Dentistry, CIP 510401 (for delivery main)
- 53) MS, Engineering, CIP 140101 (for delivery main)
- 54) MS, Experimental Psychology, CIP 422704 (for delivery main)
- 55) MS, Geographic Information Science, CIP 450702 (for delivery main)
- 56) MS, Health Informatics, CIP 512706 (for delivery main)
- 57) MS, Health Sciences, CIP 510000 (for delivery main)
- 58) MS, Human Resources Law, CIP 229999 (for delivery main)
- 59) MS, Industrial-Organizational Psychology, CIP 422804 (for delivery main)
- 60) MS, Molecular Imaging/Therapeutics, CIP 5109607 (for delivery main)
- 61) MS, Nursing Practice, CIP 513817 (for delivery main)
- 62) MS, Outcomes Research & Eval Sci, CIP 519999 (for delivery main)
- 63) MS, Public Health, CIP 512199 (for delivery main)
- 64) MS, Supply Chain Management, CIP 520203 (for delivery main)
- 65) MS, Sustainability, CIP 303301 (for delivery main)
- 66) MS, Urban Planning & Development, CIP 040301 (for delivery main)
- 67) Post-Bacc Cert, Advanced Remote Sensing & GIS, CIP 450702 (for delivery main)
- 68) Post-Bacc Cert, Health Outcomes Research,, CIP 519999 (for delivery main)
- 69) PhD, Chemistry, CIP 400501 (for delivery main)
- 70) PhD, Clinical Psychology, CIP 422801 (for delivery main)
- 71) PhD, Curriculum & Instruction, CIP 130301 (for delivery main)
- 72) PhD, Disability Education, CIP 131001 (for delivery main)
- 73) PhD, Educational Foundations, CIP 130101 (for delivery main)
- 74) PhD, Engineering, CIP 140101 (for delivery main)
- 75) PhD, Experimental Psychology, CIP 422704 (for delivery main)
- 76) PhD, Family Therapy, CIP 511505 (for delivery main)
- 77) PhD, Health Care Ethics, CIP 513201 (for delivery main)
- 78) PhD, Industrial-Organizational Psychology, CIP 422804 (for delivery main)
- 79) PhD, Medical Family Therapy, CIP 511505 (for delivery main)
- 80) PhD, Molecular Microbio/Immunology, CIP 260508 (for delivery main)
- 81) PhD, Public and Social Policy, CIP 440501 (for delivery main)
- 82) GRCT, Adult/Gero Acute Care NP, CIP 513814 (for delivery main)
- 83) GRCT, Adult/Gero Primary Care NP, CIP 513803 (for delivery main)
- 84) GRCT, Family Psych Mental Health NP, CIP 513810 (for delivery main)
- 85) GRCT, Family Nurse Practitioner, CIP 513805 (for delivery main)
- 86) GRCT, Nursing, CIP 513801 (for delivery main)
- 87) GRCT, Pediatric Primary Care NP, CIP 513809 (for delivery main)

86) GRCT, Nursing, CIP 513801 (for delivery main)

87) GRCT, Pediatric Primary Care NP, CIP 513809 (for delivery main)

DRAFT

AGENDA ITEM SUMMARY

AGENDA ITEM

Proprietary School Certification Actions and Reviews
Coordinating Board for Higher Education
December 10, 2015

DESCRIPTION

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

Recent Program Actions

All program actions that have occurred since the September 3, 2015, Coordinating Board meeting are reported in the attachment to this item. The report includes information concerning anticipated actions on applications to establish new postsecondary education institutions, exemptions from the department's certification requirements and school closures.

STATUTORY REFERENCE

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

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

Proprietary School Certification Program Actions and Reviews

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

Certificates of Approval Issued (Authorization for Instructional Delivery)

CDL Pros, Inc.
Lake Lotawana, Missouri

This private, for-profit school offers non-degree programs in truck driver training. The school is not accredited.

Kansas City School of Phlebotomy
Kansas City, Missouri

This private, for-profit school offers non-degree programs in phlebotomy, EKG technician training, clinical medical assisting, and CPR. The school is not accredited.

Metro Power Yoga
St. Louis, Missouri

This private, for-profit school offers a non-degree program in yoga teacher training. The school is not accredited.

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

This private, not-for-profit school offers a doctorate in biology. The school, which sought voluntary certification, was previously 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 pursuing accreditation through the Higher Learning Commission (HLC).

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

None

Exemptions Granted

New Destiny University of Theology
St. Louis, Missouri

This institution was granted exemption as “a not-for-profit school owned, controlled and operated by a bona fide religious or denominational organization which offers no

programs or degrees and grants no degrees or certificates other than those specifically designated as theological, bible, divinity or other religious designation.” The school will offer non-academic certificates as well as associate, baccalaureate, and graduate degrees in the areas of religion and biblical studies. This school is not accredited.

Olivet University
St. Louis, Missouri

This institution, whose primary campus is located in Anza, California, was granted exemption as “a not-for-profit school owned, controlled and operated by a bona fide religious or denominational organization which offers no programs or degrees and grants no degrees or certificates other than those specifically designated as theological, bible, divinity or other religious designation.” The parameters of the exemption apply only to the Master of Divinity program. The school is accredited by the Association for Biblical Higher Education (ABHE).

Applications Pending Approval (Authorization for Instructional Delivery)

None

Applications Pending Approval (Authorization Only to Recruit Students)

Sullivan University
Louisville, Kentucky

This private, for-profit school proposes to recruit Missouri students for certificate programs in the culinary arts and associate and baccalaureate degree programs in travel, hospitality, and tourism. The school’s mission is to provide educational enrichment opportunities to its students. The school is accredited by the Southern Association of Colleges and Schools (SACS).

Schools Closed

Graceland University
Chillicothe, Missouri

Graceland University, accredited by the Higher Learning Commission, was approved to offer a masters degree in education in Chillicothe, Missouri. The school, whose primary campus is located in Lamoni, Iowa, made the decision to close the Chillicothe location. Department staff monitored the closure process to ensure Missouri students were able to complete their programs of instruction and verified the appropriate storage of all student related records, as required by Missouri statutes. Compliance with those requirements has been confirmed, and the closure process is considered complete.

Hannibal Dental Group
Hannibal, Missouri

Hannibal Dental Group was an unaccredited institution approved to offer a dental assisting certificate in Hannibal, Missouri. The school's owner made the decision not to seek recertification and ceased operations as a school in Missouri. Department staff is monitoring the closure process to ensure Missouri students are able to complete their program of instruction and verify the appropriate storage of all student related records, as required by Missouri statutes.

Certifications Denied

Hi-Tech Charities
St. Louis, Missouri

The certificate for Hi-Tech Charities was denied due to failure to submit a recertification application and the absence of student enrollments for a full certification year. Department staff is monitoring the closure process to ensure the appropriate storage of all student related records as required by Missouri statutes.

Institute of Technology
St. Louis, Missouri

The certificate for the Institute of Technology was denied due to failure to submit a recertification application and the absence of student enrollments for a full certification year. Department staff is monitoring the closure process to ensure the appropriate storage of all student related records as required by Missouri statutes.

Jackson Hewitt Tax School
St. Louis, Missouri

The certificate for the Jackson Hewitt Tax School was denied due to failure to submit a recertification application. Department staff is monitoring the closure process to ensure the appropriate storage of all student related records as required by Missouri statutes.

University of Southern California
Los Angeles, California

The certificate for the University of Southern California was denied due to failure to submit a recertification application for student recruitment. Department staff is monitoring the closure process to ensure Missouri students are able to complete their programs of instruction and verify the appropriate storage of all student related records as required by Missouri statutes.

AGENDA ITEM SUMMARY

AGENDA ITEM

Fall 2015 Enrollment: A Preliminary Report
Coordinating Board for Higher Education
December 10, 2015

DESCRIPTION

The intent of this item is to present information regarding enrollment trends at Missouri's public and comprehensive independent colleges and universities. Data collection is generally complete, although additional revisions are possible in the course of subsequent analyses and reporting.

The attachment includes several charts displaying enrollment figures reported by sector and institution. There are separate charts for full-time equivalent (FTE) enrollment and enrollment based on headcount. Full-time equivalent enrollment is generally based on 15 hours for undergraduate students, 12 hours for graduate students, and varies by institution for professional students. Headcount enrollment counts the total unduplicated number of students enrolled at each institution at fall census date. FTE is usually considered to be a more accurate measure of comparable instructional activity.

Summary of Findings

Fall 2015 enrollment figures indicate a continued decline in enrollment at most two-year institutions. Overall, the two-year sector has declined moderately in headcount and FTE since fall 2014 (one-year trend), and significantly since fall 2012 (three-year) and fall 2010 (five-year). The public four-year sector has increased slightly in headcount and FTE since fall 2014 (one-year trend) and moderately since fall 2012 (three-year) and fall 2010 (five-year). The independent sector has declined somewhat in headcount and FTE since fall 2014 (one-year trend), fall 2012 (three-year), and fall 2010 (five-year).

- As of fall 2015, Missouri's public sector of postsecondary education enrolled about 248,100 students, representing a full-time equivalent enrollment of about 180,400. The independent sector enrolled about 128,600 students, representing a full-time equivalent enrollment of about 92,900.
- Public four-year institutions' headcount enrollment increased by about 1,300 students or about 0.8 percent from fall 2014 to fall 2015, and FTE enrollment increased by about 800 students or 0.7 percent.
- Headcount enrollment for public two-year colleges decreased by about 6,100 students or approximately 6.1 percent from fall 2014 to fall 2015, and FTE enrollment decreased by about 4,800 students or 7.4 percent.
- Independent institutions' headcount enrollment decreased by about 3,500 students or about 2.6 percent from fall 2014 to fall 2015, and FTE enrollment decreased by about 1,900 students or 2.0 percent.

STATUTORY REFERENCE

N/A

RECOMMENDED ACTION

This is an information item only

ATTACHMENT(S)

Fall 2015 Enrollment Tables

TRENDS IN HEADCOUNT ENROLLMENT, FALL 2010 - 2015
PUBLIC INSTITUTIONS

		2010	2011	2012	2013	2014	2015	1-year Change	3-year Change	5-year Change
Public Two-Year	Crowder College	5,219	5,408	5,575	5,845	5,710	5,584	-2.2%	0.2%	7.0%
	East Central College	4,471	4,127	4,043	3,900	3,606	3,222	-10.6%	-20.3%	-27.9%
	Jefferson College	6,192	6,007	5,494	5,194	4,883	4,705	-3.6%	-14.4%	-24.0%
	State Technical College	1,176	1,168	1,212	1,294	1,259	1,274	1.2%	5.1%	8.3%
	Metropolitan Community College	21,266	21,256	20,151	19,234	18,202	17,680	-2.9%	-12.3%	-16.9%
	Mineral Area College	3,958	4,035	3,775	4,508	4,632	4,387	-5.3%	16.2%	10.8%
	Missouri State University - West Plains	2,219	2,129	2,082	2,123	2,161	1,970	-8.8%	-5.4%	-11.2%
	Moberly Area Community College	5,440	5,661	5,294	5,793	5,444	4,823	-11.4%	-8.9%	-11.3%
	North Central Missouri College	1,832	1,802	1,786	1,775	1,720	1,679	-2.4%	-6.0%	-8.4%
	Ozarks Technical Community College	13,901	15,177	15,123	14,798	14,393	13,611	-5.4%	-10.0%	-2.1%
	St. Charles Community College	8,202	8,174	7,642	7,396	7,153	6,865	-4.0%	-10.2%	-16.3%
	St. Louis Community College	29,128	29,230	26,613	24,009	21,218	18,902	-10.9%	-29.0%	-35.1%
	State Fair Community College	4,823	5,073	5,115	5,185	4,981	4,926	-1.1%	-3.7%	2.1%
	Three Rivers Community College	3,730	4,234	4,651	4,399	4,201	3,856	-8.2%	-17.1%	3.4%
	Sector Subtotal	111,568	113,563	108,585	105,482	99,563	93,484	-6.1%	-13.9%	-16.2%
Public Four-Year										
	Harris Stowe State University	1,716	1,584	1,484	1,298	1,280	1,390	8.6%	-6.3%	-19.0%
	Lincoln University	3,349	3,388	3,205	3,043	3,117	2,945	-5.5%	-8.1%	-12.1%
	Missouri Southern State University	5,802	5,591	5,417	5,616	5,613	5,783	3.0%	6.8%	-0.3%
	Missouri State University	20,411	20,274	20,628	21,265	21,813	22,268	2.1%	8.0%	9.1%
	Missouri University of Science & Technology	7,205	7,521	7,645	8,129	8,640	8,884	2.8%	16.2%	23.3%
	Missouri Western State University	6,099	6,259	6,056	5,802	5,863	5,530	-5.7%	-8.7%	-9.3%
	Northwest Missouri State University	7,138	7,222	6,830	6,483	6,718	6,592	-1.9%	-3.5%	-7.6%
	Southeast Missouri State University	11,067	11,456	11,672	11,866	12,039	11,786	-2.1%	1.0%	6.5%
	Truman State University	6,032	6,098	6,226	6,215	6,241	6,196	-0.7%	-0.5%	2.7%
	University of Central Missouri	11,345	11,637	11,878	12,513	13,379	14,395	7.6%	21.2%	26.9%
	University of Missouri-Columbia	32,341	33,762	34,704	34,616	35,425	35,424	0.0%	2.1%	9.5%
	University of Missouri-Kansas City	15,259	15,473	15,990	15,718	16,146	16,685	3.3%	4.3%	9.3%
	University of Missouri-St. Louis	16,791	16,809	16,705	16,809	17,072	16,738	-2.0%	0.2%	-0.3%
	Sector Subtotal	144,555	147,074	148,440	149,425	153,346	154,616	0.8%	4.2%	7.0%
Statewide Totals - Publics		256,123	260,637	257,025	254,907	252,909	248,100	-1.9%	-3.5%	-3.1%

TRENDS IN FTE ENROLLMENT, FALL 2010 - 2015
PUBLIC INSTITUTIONS

		2010	2011	2012	2013	2014	2015	1-year Change	3-year Change	5-year Change
Public Two-Year	Crowder College	3,309	3,407	3,464	3,614	3,642	3,473	-4.6%	0.3%	5.0%
	East Central College	2,919	2,686	2,626	2,511	2,342	2,065	-11.8%	-21.3%	-29.3%
	Jefferson College	4,290	4,061	3,776	3,523	3,319	3,060	-7.8%	-19.0%	-28.7%
	State Technical College	1,133	1,161	1,236	1,325	1,276	1,273	-0.2%	3.0%	12.4%
	Metropolitan Community College	13,014	12,713	12,216	11,841	11,050	10,483	-5.1%	-14.2%	-19.4%
	Mineral Area College	2,848	2,901	2,751	3,521	3,670	3,419	-6.8%	24.3%	20.0%
	Missouri State University - West Plains	1,553	1,466	1,426	1,444	1,434	1,086	-24.3%	-23.8%	-30.1%
	Moberly Area Community College	3,725	3,817	3,745	3,759	3,510	3,136	-10.7%	-16.3%	-15.8%
	North Central Missouri College	1,229	1,216	1,170	1,165	1,125	1,072	-4.7%	-8.4%	-12.8%
	Ozarks Technical Community College	9,241	10,028	9,972	9,745	9,237	8,622	-6.7%	-13.5%	-6.7%
	St. Charles Community College	5,391	5,458	5,066	4,846	4,738	4,605	-2.8%	-9.1%	-14.6%
	St. Louis Community College	17,997	17,763	16,164	14,631	12,847	11,487	-10.6%	-28.9%	-36.2%
	State Fair Community College	3,320	3,468	3,399	3,473	3,200	3,058	-4.4%	-10.0%	-7.9%
	Three Rivers Community College	2,694	2,950	3,234	3,140	2,991	2,767	-7.5%	-14.4%	2.7%
	Sector Subtotal	72,667	73,148	70,249	68,542	64,381	59,606	-7.4%	-15.2%	-18.0%
Public Four-Year										
	Harris Stowe State University	1,352	1,263	1,188	1,053	1,052	1,136	8.0%	-4.4%	-16.0%
	Lincoln University	2,471	2,498	2,271	2,155	2,284	2,301	0.7%	1.3%	-6.9%
	Missouri Southern State University	4,618	4,358	4,296	4,400	4,415	4,561	3.3%	6.2%	-1.2%
	Missouri State University	16,440	16,295	16,435	16,764	17,135	17,528	2.3%	6.6%	6.6%
	Missouri University of Science & Technology	6,162	6,377	6,453	6,794	7,277	7,487	2.9%	16.0%	21.5%
	Missouri Western State University	4,783	4,830	4,590	4,416	4,413	4,152	-5.9%	-9.5%	-13.2%
	Northwest Missouri State University	5,921	5,930	5,663	5,482	5,641	5,550	-1.6%	-2.0%	-6.3%
	Southeast Missouri State University	8,888	9,201	9,320	9,334	9,478	9,233	-2.6%	-0.9%	3.9%
	Truman State University	5,677	5,671	5,615	5,609	5,535	5,488	-0.8%	-2.3%	-3.3%
	University of Central Missouri	9,032	9,261	9,442	9,850	10,413	10,985	5.5%	16.3%	21.6%
	University of Missouri-Columbia	27,838	29,021	29,845	29,875	30,526	30,661	0.4%	2.7%	10.1%
	University of Missouri-Kansas City	11,043	11,256	11,387	11,391	11,552	11,742	1.6%	3.1%	6.3%
	University of Missouri-St. Louis	10,228	10,189	10,121	10,102	10,203	9,917	-2.8%	-2.0%	-3.0%
	Sector Subtotal	114,453	116,150	116,625	117,225	119,924	120,741	0.7%	3.5%	5.5%
Statewide Totals - Publics		187,120	189,298	186,874	185,767	184,305	180,347	-2.1%	-3.5%	-3.6%

TRENDS IN HEADCOUNT ENROLLMENT, FALL 2010 - 2015
INDEPENDENT INSTITUTIONS

		2010	2011	2012	2013	2014	2015	1-year Change	3-year Change	5-year Change
Indp Two- Year	Wentworth Military Academy	939	890	808	865	838	776	-7.4%	-4.0%	-17.4%
	Sector Subtotal	939	890	808	844	838	776	-7.4%	-4.0%	-17.4%
Independent Four-Year	Avila University	1,876	1,818	1,908	1,971	1,907	1,842	-3.4%	-3.5%	-1.8%
	Central Methodist University - CGES	3,420	4,011	4,237	4,489	4,572	4,653	1.8%	9.8%	36.1%
	Central Methodist University - CLAS	1,176	1,172	1,173	1,107	1,185	1,094	-7.7%	-6.7%	-7.0%
	College of the Ozarks	1,380	1,388	1,388	1,535	1,455	1,452	-0.2%	4.6%	5.2%
	Columbia College	16,962	18,091	17,830	16,946	16,576	14,778	-10.8%	-17.1%	-12.9%
	Cottey College	307	323	292	283	275	324	17.8%	11.0%	5.5%
	Culver-Stockton College	771	752	769	843	971	1,066	9.8%	38.6%	38.3%
	Drury University	5,573	5,324	5,228	4,649	4,215	3,688	-12.5%	-29.5%	-33.8%
	Evangel University	2,072	2,168	2,079	2,274	2,006	1,958	-2.4%	-5.8%	-5.5%
	Fontbonne University	2,532	2,293	2,075	1,997	1,819	1,713	-5.8%	-17.4%	-32.3%
	Hannibal-LaGrange University	1,191	1,127	1,214	1,230	1,178	1,167	-0.9%	-3.9%	-2.0%
	Lindenwood University *	11,345	11,142	11,903	12,213	12,151	11,620	-4.4%	-2.4%	2.4%
	Maryville University	3,676	3,846	4,203	5,033	5,931	6,414	8.1%	52.6%	74.5%
	Missouri Baptist University	5,062	5,186	5,212	5,345	5,321	5,276	-0.8%	1.2%	4.2%
	Missouri Valley College	1,790	1,766	1,734	1,724	1,548	1,982	28.0%	14.3%	10.7%
	Park University	12,022	11,759	11,787	11,012	10,263	9,413	-8.3%	-20.1%	-21.7%
	Rockhurst University	2,895	2,801	2,808	2,920	3,002	2,930	-2.4%	4.3%	1.2%
	Saint Louis University	17,709	17,859	17,646	17,341	17,052	17,595	3.2%	-0.3%	-0.6%
	Southwest Baptist University	3,669	3,633	3,864	3,812	3,696	3,854	4.3%	-0.3%	5.0%
	Stephens College	1,123	1,032	899	851	862	893	3.6%	-0.7%	-20.5%
	Washington University	13,820	13,908	13,952	14,048	14,348	14,688	2.4%	5.3%	6.3%
	Webster University	19,342	18,901	18,563	18,005	16,893	15,302	-9.4%	-17.6%	-20.9%
	Westminster College	1,167	1,102	1,084	1,039	944	930	-1.5%	-14.2%	-20.3%
	William Jewell College	1,060	1,060	1,052	1,043	1,060	1,063	0.3%	1.0%	0.3%
	William Woods University	2,264	2,054	1,830	1,891	2,042	2,172	6.4%	18.7%	-4.1%
	Sector Subtotal	134,204	134,516	134,730	133,601	131,272	127,867	-2.6%	-5.1%	-4.7%
Statewide Totals - Independents		135,143	135,406	135,538	134,445	132,110	128,643	-2.6%	-5.1%	-4.8%
Statewide Totals - ALL INSTITUTIONS		391,266	396,043	392,563	389,352	385,019	376,743	-2.1%	-4.0%	-3.7%

* Lindenwood University changed from continuous / program enrollment reporting to academic year / census date reporting in fall 2015

TRENDS IN FTE ENROLLMENT, FALL 2010 - 2015
INDEPENDENT INSTITUTIONS

		2010	2011	2012	2013	2014	2015	1-year Change	3-year Change	5-year Change
Indp Two- Year	Wentworth Military Academy	429	480	461	501	489	442	-9.6%	-4.1%	3.0%
	Sector Subtotal	429	480	461	343	489	442	-9.6%	-4.1%	3.0%
Independent Four-Year										
	Avila University	1,418	1,390	1,468	1,523	1,511	1,485	-1.7%	1.2%	4.7%
	Central Methodist University - CGES	1,738	1,876	2,301	2,515	2,532	2,410	-4.8%	4.7%	38.7%
	Central Methodist University - CLAS	1,167	1,144	1,149	1,076	1,212	1,079	-11.0%	-6.1%	-7.5%
	College of the Ozarks	1,283	1,517	1,511	1,751	1,610	1,595	-0.9%	5.6%	24.3%
	Columbia College	12,293	13,152	12,849	12,030	11,732	10,369	-11.6%	-19.3%	-15.7%
	Cottey College	327	344	309	281	277	337	21.7%	9.1%	3.1%
	Culver-Stockton College	759	732	751	823	946	1,027	8.6%	36.8%	35.3%
	Drury University	4,174	3,981	3,890	3,573	3,274	2,837	-13.3%	-27.1%	-32.0%
	Evangel University	1,836	1,957	1,939	2,131	1,872	1,830	-2.2%	-5.6%	-0.3%
	Fontbonne University	1,911	1,730	1,534	1,498	1,383	1,373	-0.7%	-10.5%	-28.2%
	Hannibal-LaGrange University	956	947	1,010	988	945	944	-0.1%	-6.5%	-1.3%
	Lindenwood University *	9,790	9,818	10,260	10,436	10,407	9,832	-5.5%	-4.2%	0.4%
	Maryville University	2,730	2,873	3,018	3,474	3,942	4,201	6.6%	39.2%	53.9%
	Missouri Baptist University	1,104	2,950	2,910	2,958	2,846	2,772	-2.6%	-4.7%	151.1%
	Missouri Valley College	1,654	1,576	1,544	1,380	1,417	1,415	-0.1%	-8.4%	-14.4%
	Park University	4,636	4,550	4,581	4,414	4,065	3,752	-7.7%	-18.1%	-19.1%
	Rockhurst University	2,265	2,202	2,292	2,365	2,377	2,391	0.6%	4.3%	5.6%
	Saint Louis University	13,384	12,902	12,901	11,707	11,623	12,666	9.0%	-1.8%	-5.4%
	Southwest Baptist University	2,894	2,944	3,120	3,020	2,998	2,952	-1.5%	-5.4%	2.0%
	Stephens College	954	851	870	676	686	780	13.7%	-10.3%	-18.2%
	Washington University	12,636	12,694	12,903	12,281	13,320	13,795	3.6%	6.9%	9.2%
	Webster University	11,381	10,990	10,759	10,435	9,837	9,133	-7.2%	-15.1%	-19.8%
	Westminster College (MO)	1,162	1,094	1,094	1,059	962	939	-2.4%	-14.2%	-19.2%
	William Jewell College	1,033	1,033	1,037	1,050	1,074	1,072	-0.2%	3.4%	3.8%
	William Woods University	1,693	1,550	1,366	1,765	1,423	1,464	2.9%	7.2%	-13.5%
	Sector Subtotal	95,178	96,797	97,366	95,209	94,271	92,450	-1.9%	-5.0%	-2.9%

Statewide Totals - Independents	95,607	97,277	97,827	95,552	94,760	92,892	-2.0%	-5.0%	-2.8%
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Statewide Totals - ALL INSTITUTIONS	282,727	286,575	284,701	281,319	279,065	273,239	-2.1%	-4.0%	-3.4%
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* Lindenwood University changed from continuous / program enrollment reporting to academic year / census date reporting in fall 2015

AGENDA ITEM SUMMARY

AGENDA ITEM

Update on State Authorization Reciprocity Agreements
Coordinating Board for Higher Education
December 10, 2015

DESCRIPTION

The State Authorization Reciprocity Agreement is the product of a nationwide effort to create a system of reciprocity among state regulatory agencies for the delivery of distance education. This item is intended to update the Coordinating Board concerning this initiative.

Background

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

SARA Nationally

Nationally, the SARA initiative has seen exceptional success in participation by states and institutions. By January 1, 2016, it is anticipated that 36 states will be approved through NC-SARA and approximately 500 institutions will be approved by those states to participate. The major areas of the nation remaining uncommitted are in the South and Northeast.

SARA in the Midwest Region

The Midwestern Higher Education Compact is the regional compact in which Missouri participates. MHEC staff have assisted member states and institutions with negotiating the application process. With the exception of Wisconsin, all of the MHEC member states have been approved to participate in SARA. At present, more than 200 institutions of higher education in the Midwest region are approved for SARA.

SARA in Missouri

The MDHE staff began processing institutional applications to participate in SARA in January of this year. Although we continue to receive and process applications from institutions, as of the printing of this board item, 40 institutions, including both publics and privates, have been approved. As SARA approval is annual, MDHE staff will begin processing renewal applications soon after January 1.

Coordinating Board for Higher Education
December 10, 2015

STATUTORY REFERENCE

Chapter 173.030, RSMo,

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Best Practices in Remedial Education and the Missouri Mathematics Pathways Initiative
Coordinating Board for Higher Education
December 10, 2015

DESCRIPTION

With the support of the CBHE, institutional leaders, and key political leaders, over the past five years the MDHE has aggressively pursued removing barriers to student success in an effort to increase educational attainment. Fundamental to Missouri's progress in removing barriers to student success has been the passage of enabling legislation and engagement with national initiatives. Examples include several initiatives from the governor's office to improve efficiency (course redesign and performance funding, to name two), as well as the mandates contained in HB 1042. One of those mandates directed all public institutions of higher education to "replicate best practices in remediation," with the intent of improving student retention and degree completion. Institutional representatives and MDHE staff collaborated to develop "Principles of Best Practice in Remedial Education," which the CBHE approved in September 2013. This agenda item provides an update on progress in the implementation of best practices in remedial education.

Background

Several of the "Principles of Best Practice in Remedial Education" have been implemented since 2013, including the statewide placement policy and improved data collection. Another best practice is the alignment of coursework with students' programs of study, especially in mathematics. Over the past 18 months, the MDHE, with support from partners that include Complete College America, the Charles A. Dana Center at the University of Texas-Austin, the Council on Public Higher Education, and the Missouri Community College Association, has been developing alternative mathematics pathways through the Missouri Mathematics Pathways Initiative. This initiative is guided by a simple premise: College algebra, which is designed to prepare students for calculus, may not be the gateway mathematics course best suited for every academic program.

Progress

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. Since October 2014, the Missouri Mathematics Pathways Taskforce, made up of mathematics faculty from all two-year and four year public institutions, has been exploring options and make recommendations that will significantly increase students' success rates in mathematics gateway courses and the percentage of students completing degree programs. In June 2015, the MMPT released a report with a series of recommendations to achieve this goal. (Attachment A)

To implement the recommendations, MDHE hosted the second Missouri Mathematics Summit on October 30, 2015, in Jefferson City. The Summit engaged faculty and administrators from Missouri's public and independent institutions in a discussion about the Missouri Mathematics Pathways Report and secured a foundation for the implementation of new mathematics pathways for students. The 2015 Summit also provided attendees with opportunities to network, hear informative presentations, and inquire about as well as share best practices in postsecondary mathematics reform.

Additionally, the MMPT, which now includes representatives from the independent institutions and the department of elementary and secondary education, has been developing a plan of action to guide its work for the next year and beyond. The MMPT's efforts will be greatly enhanced by the support provided by the Charles A. Dana Center. Earlier this year the Dana Center invited MDHE to apply to participate in the Center's Mathematics Pathways to Completion initiative. Last month the department received word that Missouri was one of five states selected to participate.

This initiative builds on the impressive work the Dana Center has done in collaboration with colleges and universities in Texas, what it calls the New Mathways Project (NMP). The goal of the NMP's Mathematics Pathways to Completion project is to dramatically improve the success of students in developmental and gateway mathematics courses by implementing the NMP principles at scale in a state.

Through Missouri's participation in this project, we believe the development and implementation of alternative mathematics pathways across the entire state of Missouri will significantly increase student success rates in mathematics gateway courses without compromising the integrity of mathematics instruction, and thus result in increased degree completion. We also see our work on math pathways as an opportunity for a radical overhaul of mathematics education in Missouri. Math educators in Missouri are hungry for the opportunity to rethink what they teach and how they teach it across the whole education continuum. That is why a key component of our work is to ensure alignment of all mathematics courses—remedial and credit-bearing—with the student's program of study. We will also work to assure there is alignment between math pathways and secondary school curriculum.

Corequisite at Scale

Another best practice in remedial education is the development of alternative delivery methods to move students into credit bearing courses—typically in English and mathematics—as quickly as possible. These methods should provide appropriate instruction to accommodate the diverse needs of developmental and remedial students. One of the most promising alternatives is the corequisite model, in which students requiring remedial education are placed in the credit bearing gateway course and provided the appropriate academic support to address their academic needs. Several Missouri institutions have implemented or are preparing to implement the corequisite model.

In October, Complete College America selected Missouri as one of six states that have been selected to participate in its Corequisite at Scale 2016 cohort. Participating institutions provide

remedial education to approximately 97 percent of the students requiring remediation. As a participant, Missouri has committed to scaling the implementation of corequisite academic support at the vast majority of institutions that currently deliver remedial education with a goal of serving the vast majority of students who would otherwise be placed in traditional remedial education. Complete College America will provide professional facilitators and national content experts to develop a state plan for the scaling of corequisite support. Additionally, CCA will provide technical assistance to assist institutions in their efforts to develop and implement scaled corequisite support models.

Conclusion

Through the close collaboration of institutional representatives and MDHE staff, Missouri has made important strides in reducing the need for and quality of remedial education. With the development of alternative mathematics pathways and taking the corequisite model to scale, we believe this trend will continue. The department will continue to provide updates to the CBHE regarding the work on mathematics pathways and corequisite remediation in Missouri.

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

This is an information item only.

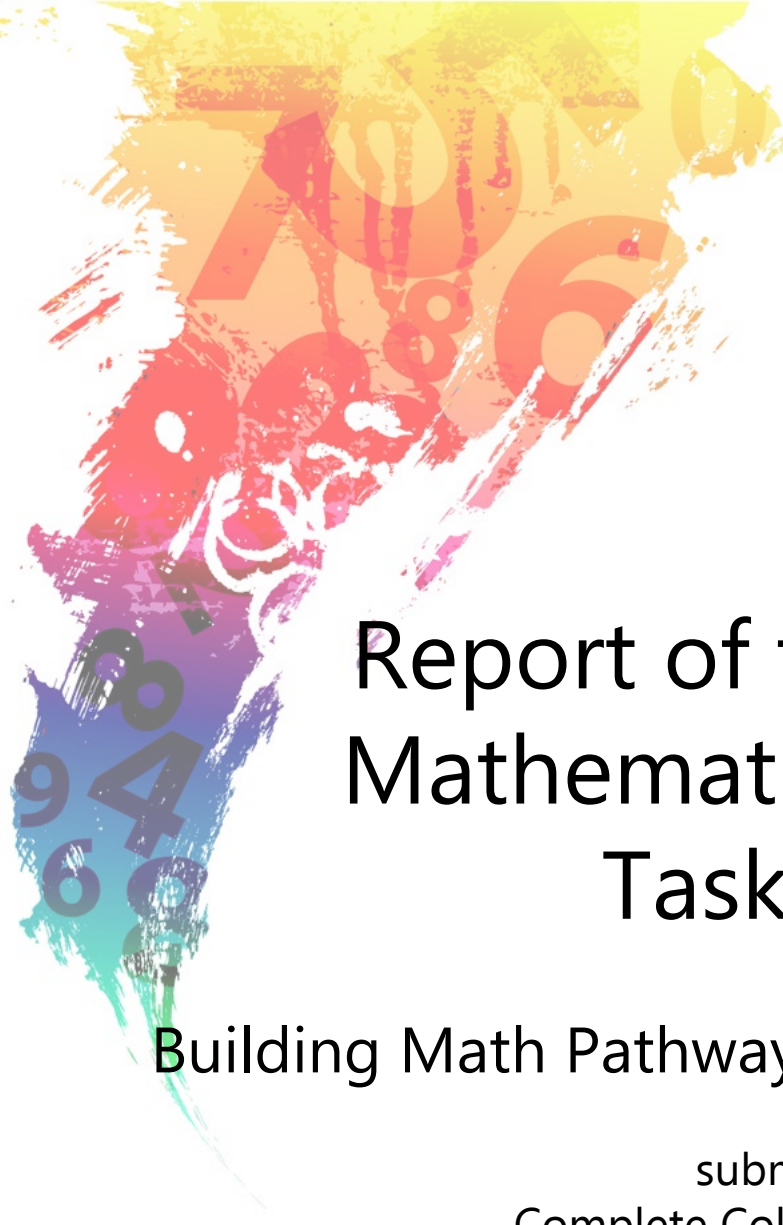
ATTACHMENTS

Report of the Missouri Mathematics Pathways Task Force on Building Math Pathways into Programs of Study

MDHE Request for Application to the Mathematics Pathways to Completion

MDHE Request for Application Corequisite at Scale

Missouri Mathematics Pathways Taskforce roster



Report of the Missouri Mathematics Pathways Task Force

on

Building Math Pathways into Programs of Study

submitted to

Complete College America and

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

June 2015



Missouri Department of Higher Education

*Building Missouri's future...
by degrees®*

Our commitment to increase educational attainment

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

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

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

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

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

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

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

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

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

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

Regards,



David R. Russell
Commissioner of Higher Education

Executive Summary

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

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

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

- ▶ Recommendation 1.1: Revise the CBHE policy regarding prerequisite courses for entry-level general education mathematics courses so that the prerequisite course for each college-level course is appropriate.
- ▶ Recommendation 1.2: Establish statewide articulation agreements (while respecting the autonomy of each institution) for the alternative pathway mathematics courses that meet the general education mathematics requirements and their prerequisite courses.

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

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

Background and Context

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

House Bill 1042

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

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

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

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

1. Statewide Placement Policy

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

2. Gateway Courses

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

3. Alternative Pathways

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

4. Alternative Delivery

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

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

The Missouri Mathematics Pathways Task Force

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

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

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

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

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

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

¹ The Summit program and Planning Committee Roster is attached in the appendix.

Missouri Mathematics Pathways Task Force Members

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

I. Removing Policy Obstacles

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

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

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

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

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

Issue 1.1: CBHE Policies

The Missouri Coordinating Board for Higher Education (CBHE) has a policy that states “The mathematics requirement for general education should have the same prerequisite(s) and level of rigor as College Algebra.”⁵ Intermediate Algebra is currently the prerequisite course for College Algebra in most Missouri colleges and universities. Students can place directly into College Algebra if they are able to demonstrate that they already have the knowledge and skills deemed necessary to be successful in College Algebra. Thus, according to this CBHE policy, any course that is developed as an alternative course to College Algebra must also have the prerequisite of Intermediate Algebra.

The topics covered in Intermediate Algebra are the topics that a student needs to know and understand in order to be successful in College Algebra. If other courses are to be developed as alternatives to College Algebra, then the prerequisites for such courses should be courses which cover topics that a student needs to know and understand in order to be successful in those alternative courses. The list of knowledge and skills that a student needs in order to be successful in a Statistics or Quantitative Reasoning course will have many—but not all—of competencies and skills a student needs to be successful in a College Algebra course.

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

- Recommendation 1.1: Revise the CBHE policy regarding prerequisite courses for entry-level general education mathematics courses so that the prerequisite course for each college-level course is appropriate for each individual course. The MDHE should form a workgroup to revise the policy. This group should be comprised of

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

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

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

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

Issue 1.2: Alternative Mathematics Pathways

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

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

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

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

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

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

II. Aligning secondary and postsecondary mathematics content and instruction

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

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

Issue 2.1: Placement into Alternative Mathematics Pathways

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

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

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

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

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

Issue 2.2: K-12 and Higher Education Alignment

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

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

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

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

Issue 2.3: Aligning Mathematics Courses with Programs of Study

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

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

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

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

Issue 2.4: Alternative Mathematics Course Prerequisites

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

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

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

III. Collecting, analyzing and sharing data

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

Issue 3.1: Institutional Faculty and Staff Engagement

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

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

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

Issue 3.2: Data Collection and Evaluation

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

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

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

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

Conclusion

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

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

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

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

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

Appendix



Missouri Mathematics Summit

*Exploring alternative pathways and course redesign
for postsecondary mathematics education*

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

Summit Program

Thursday, September 11

6:30 p.m.

Optional Reception

7:00 p.m.

Welcome and Purpose for Mathematics Summit

Friday, September 12

7:30 a.m. – 8:30 a.m.

Registration and Continental Breakfast

8:30 a.m. – 8:45 a.m.

Welcome

*Dr. Rusty Monhollon, Assistant Commissioner for Academic Affairs,
Missouri Department of Higher Education*

8:45 a.m. – 10:00 a.m.

Plenary Session I: Applications of the Predictive Capability of Early-Semester Data in Gateway Math Courses

*Dr. Greg Budzban, Chair, Department of Mathematics, Southern
Illinois University-Carbondale*

10:00 a.m. – 10:15 a.m.

Break

10:15 a.m. – 11:30 a.m.

Plenary Session II: Math Literacy: A Non-STEM Pathway to College Readiness

*Kathleen Almy, Professor of Mathematics, Rock Valley College,
Rockford, IL*

11:30 p.m. – 1:00 p.m.

Lunch Presentation: Alternative Pathways at Austin Peay State University

*Dr. Loretta Ussery Griffy, Director of the Center for Teaching and
Learning, Austin Peay State University, Clarksville, Tennessee*

1:00 p.m. – 2:30 p.m.

Breakout Sessions

1. Generating faculty interest and faculty-driven mathematics reform

Dr. Greg Budzban, Dr. Tammy Randolph

2. Building statewide support for mathematics reform

Dr. Loretta Ussery Griffy

3. Improving student success using online methods of math instruction

Dr. Kimberlyann Tsai Granger

4. Next Steps: Implementing a math literacy course

Kathleen Almy

2:30 p.m. – 2:45 p.m.

Break

2:45 p.m. – 3:45 p.m.

Panel Discussion

Kathleen Almy, Greg Budzban, Loretta Griffy, Bruce Vandal

3:45 p.m. – 4:00 p.m.

Next Steps and Closing Remarks

Rusty Monhollon

TCCR Math Summit Planning Committee Roster

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



September 10, 2015

Dr. Uri Treisman, Executive Director
Charles A. Dana Center
University of Texas
Austin, Texas

RE: Pathways to Completion Application

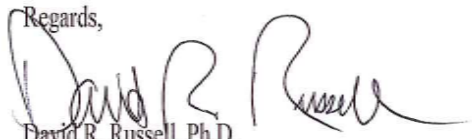
Dear Dr. Triesman:

The Missouri Department of Higher Education submits this letter and the attached documents as our application to participate in the Charles A. Dana Center's "Mathematics Pathways to Completion" initiative. On behalf of the department and the state's institutions of higher education, I welcome the opportunity to affirm our full and enthusiastic commitment to pursuit and implementation of all the program requirements.

Dr. Rusty Monhollon, Assistant Commissioner for Academic Affairs, will serve as the department's primary contact for this initiative. If MDHE is selected to participate in the "Mathematics Pathways to Completion" initiative, we will collaborate with the Dana Center to develop scalable strategies designed to increase the percent of students passing gateway math courses within an academic year.

As highlighted in our application, Missouri has travelled well down the alternative mathematics pathway. The Principles of Best Practice in Remedial Education are statewide policy guidelines resulting from legislation enacted in 2012. This document includes a commitment to explore and develop alternative mathematics pathways, which we began in earnest last September and are now preparing to implement. We have broad support for this effort from the governor, as well as from the leadership of our colleges and universities. As a result of our collective efforts during the past several years, we in Missouri have in place the key components, commitments and experience to realize the full potential of this work. Partnering with the Dana Center would provide important momentum and help assure the ultimate success of our enterprise.

Thank you very much for considering our application. Please contact Dr. Monhollon at rusty.monhollon@dhe.mo.gov or me in the event you require additional information.

Regards,

David R. Russell, Ph.D.
Commissioner

www.dhe.mo.gov • info@dhe.mo.gov

205 Jefferson Street, P. O. Box 1469, Jefferson City, MO 65102 • (573) 751-2361 • (800) 473-6757 • Fax (573) 751-6635



Missouri Department of Higher Education

Request for Application

Mathematics Pathways to Completion

MDHE primary contact:
Dr. Rusty Monhollon
Assistant Commissioner for Academic Affairs
205 Jefferson Street
Jefferson City, Missouri 65102
Rusty.Monhollon@dhe.mo.gov
573-751-5221 (office direct)
573-310-3659 (mobile)

Lead Agency narrative

The Missouri Department of Higher Education (MDHE) will be the lead agency for Missouri's "Mathematics Pathways to Completion" initiative. The MDHE has both the organizational capacity and commitment to implement all of the program requirements. As a state, Missouri is well-prepared to participate in this project, having already begun or completed many of the project requirements. We have reached this point in our work because of the passage of timely legislation, the close collaboration and support of the state's public and independent institutions of higher education, strengthened cooperation with the K-12 sector, and a genuine desire to remove all barriers to student success.

Dr. Rusty Monhollon, Assistant Commissioner for Academic Affairs, will be the department's point of contact and lead the work. Jennifer Plemons, MDHE Research Associate, will provide staff support to Dr. Monhollon and the initiative. Dr. Monhollon is the state facilitator for Missouri's participation in the "Building Math Pathways into Programs of Study" initiative, while Ms. Plemons has provided support to the initiative and the Missouri Math Pathways Taskforce. Dr. Monhollon also has led the successful implementation of many statewide initiatives in Missouri, including Reverse Transfer, the Core Transfer Library, and Best Practices in Remedial Education. Ms. Plemons has been the department's primary liaison for college readiness initiatives, including taking a leading role in the work of the Missouri Mathematics Pathways initiative. Both Dr. Monhollon and Ms. Plemons are fully prepared and wholly capable to schedule and organize meetings, provide oversight on deadlines; respond to questions from faculty and administrators, and establish a platform to disseminate information.

The MDHE has received financial support for its Math Pathways efforts from the Council on Public Higher Education (COPHE), which represents the state's public universities, and the Missouri Community College Association (MCCA). COPHE has given \$20,000 and MCCA has given \$2,500. As it has done for the past year, the MDHE will use these funds for MMPT meetings and to reimburse travel expenses for Taskforce members. We have also benefitted from the supported provided by Complete College America and the Charles A. Dana Center through our participation in the "Building Pathways into Programs of Study" initiative. Additionally, the MDHE will request additional funding from the Missouri General Assembly for FY 16 to support this and other college readiness and completion initiatives.

The MDHE is the best and natural body to guide and sustain this work. As the administrative arm of the Coordinating Board for Higher Education (CBHE), the MDHE has statutory responsibility for coordination and oversight of all postsecondary education in the state. The MDHE's direct relationship with all postsecondary institutions functions as a central point of contact across sectors and imbues the initiative with a true statewide perspective. The department is responsible for coordination, planning and program approval for 27 public two-year and four-year higher education institutions in Missouri. The department also incorporates the state's independent non-profit sector of education into its program review, coordination and planning activities. The MDHE regularly collects data from the state's institutions of higher education. Given past experience and the collaborative working relationship the department has with the institutions, we can provide the data as required by terms of this project.

The mission of the CBHE and MDHE is to work collaboratively with the state's institutions of higher education to support a diverse system of affordable and accessible high-quality educational institutions that demonstrate student learning and development, encourage and support innovation, foster civic engagement, enhance the cultural life of Missourians and contribute to economic growth.

The MDHE has participated in national and regional efforts aimed at increasing educational attainment and removing barriers to student success, including *Complete College America*, *Win-Win*, *Pathways to Success* and, more recently, *Pathways to Prosperity*. Missouri has become a national leader in such areas as reverse transfer, college-readiness, and curriculum alignment, as evidenced by our participation in the Lumina-sponsored *Tuning Project* administered by the Midwestern Higher Education Compact.

The MDHE and Missouri's institutions of higher education—both public and independent—have a long history of collaborating to remove barriers to the transfer of students between institutions. Missouri has been a national leader in transfer and articulation. Of particular note is the *Joint Leadership Statement on Commitment to Transfer*, signed by the chief executive officer of every public institution of higher education in the state. The signatories pledge to: work collaboratively to improve the total transfer process; develop an efficient transfer policy that minimizes the loss of course credits and curtails any unnecessary duplication of learning; share responsibility and cost for the development and implementation of articulation agreements; and work to create a consolidated, multi-institutional database, searchable by institution, which provides common access to current course equivalencies and articulation agreements. The MDHE staff, in collaboration with institutional faculty and administrators, successfully led the Curriculum Alignment Initiative, a statewide effort to create entry- and exit-level competencies for general education courses. Missouri has developed a core transfer library of 26 courses—with additional courses to be added—that are accepted in transfer by all public institutions of higher education.

In short, Missouri has in place the key components, commitments, leaders, and experience to support this initiative and achieve its objectives. If selected for participation in this project, the MDHE agrees to fulfill all of the program requirements.

Vision and Goals

The governor of Missouri in 2011 challenged higher education to achieve the “Big Goal” of having 60 percent of Missourians between the ages of 25 and 64 with a high-quality postsecondary credential by 2025. In response, the MDHE has led several statewide efforts to increase degree completion in Missouri. We have specifically focused on removing barriers to student success and reducing the need for and improve the outcomes of remedial education.

In this context, we believe the development and implementation of alternative mathematics pathways across the entire state of Missouri will significantly increase student success rates in mathematics gateway courses without compromising the integrity of mathematics instruction, and thus result in increased degree completion.

When we began this work, the MDHE charged the Missouri Mathematics Pathways Taskforce to examine the effectiveness of college algebra and other entry-level mathematics courses as a gateway to the major in mathematics; as a gateway to other mathematics-intensive majors; and as a supportive course for majors that are not mathematics-intensive. We also asked the MMPT to consider how seamlessly existing mathematics courses transfer between institutions and which alternative entry-level mathematics courses might work in Missouri.

The MDHE also charged the MMPT with implementing its findings and recommendations. Specifically, the department asked the MMPT to:

1. Develop strategies to familiarize departments, instructors, and advisors with alternative approaches to entry-level courses, inclusive of content, instruction, and delivery mechanisms.
2. Communicate information among chairpersons about best practices and about ways to move promising efforts to scale.
3. Communicate its recommendations to relevant professional associations, state decision-makers, university and college leaders, and other relevant stakeholders.
4. Collect and analyze data to measure effectiveness of existing and new entry-level mathematics courses, including dual enrollment courses taught in the high schools.
5. Explore ways to improve alignment with K-12, specifically to ensure that college-level and developmental-level mathematics courses reflect the secondary-level mathematics standards and to ensure that dual enrollment courses in any setting are equivalent to taking the course on a college campus.

As we move into the implementation year, we believe the MMPT is well on its way to fulfilling the MDHE’s charge.

We also see our work on math pathways as an opportunity for a radical overhaul of mathematics education in Missouri. Math educators in Missouri are hungry for the opportunity to rethink what they teach and how they teach it across the whole education continuum. That is why a key component of our work is to ensure alignment of all mathematics courses—remedial and credit-bearing—with the student’s program of study. We also intend to assure that there is alignment between math pathways and secondary school curriculum.

The MDHE has a strong track record of collaboration across institutional sectors. The MMPT includes representatives from every Missouri public institution of higher education. The flexible approach suggested by the four NMP principles aligns well with “the Missouri Way” of collaboration, especially given our status as a coordinating board. Providing assurance to institutions that we are not seeking uniformity but rather a shared understanding of what mathematics skills and knowledge students need to be successful in their program of study.

Current context (5 PAGE MAXIMUM)

In June 2008, the CBHE approved a public agenda for the state's system of higher education. *Imperatives for Change: Building a Higher Education System for the 21st Century* was carefully crafted with the cooperation of public and independent institutions in the state. The CBHE is in the midst of creating a new coordinated plan for postsecondary education. While the final draft will not be completed until December, the first goal of the new plan—as it was for IFC—is increasing educational attainment. Both plans recognize that in the knowledge-based economy of the twenty-first century, postsecondary education is the gateway to an improved standard of living for Missouri's residents. In addition, individual colleges and universities have their own institution-specific performance measures linked to performance-based funding. These metrics include student success, retention rates and degree completion. The first goal of the coordinated plan embodied in the IFC is to increase degree attainment in Missouri,

There are many strategies that could be employed to reach this goal but we will focus on three, each of which is directly related to our work on math pathways

:

1. Ensure Missourians access to responsive and relevant programs that meet state needs.
2. Implement new policies or initiatives to expedite student success in less time and at less cost.
3. Expand participation for adult learners, including veterans and individuals seeking new job skills.

Over the past five years, the MDHE has aggressively pursued this goal with the support of the CBHE, institutional leaders, and key political leaders. Fundamental to Missouri's progress in removing barriers to student success has been the passage of enabling legislation and engagement with national initiatives. Missouri participated in the Complete College America completion academy held in Austin, Texas, in 2010. That academy led to several initiatives from the governor's office to improve efficiency (course redesign and performance funding, to name two). It also inspired what came to be known as House Bill 1042, which was adopted in 2012 and formed the basis of the Missouri Reverse Transfer Initiative, the Core Transfer Library, and adoption of best practices in remediation.

To fulfill the mandate of HB 1042, the MDHE formed the Taskforce on College and Career Readiness (TCCR), comprised of chief academic officers and faculty representatives from all sectors of higher education, and later representatives from the K-12 sector. Through the work of the TCCR and close collaboration with the public and independent institutions, the MDHE developed Principles of Best Practice in Remedial Education, a set of guiding principles and best practices that describe how remedial education statewide should be structured and delivered. Several provisions of the Principles are directly related to math pathways.

1. Statewide Placement policy

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

2. Gateway Courses

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

3. Alternative Pathways

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

4. Alternative Delivery

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

The TCCR has implemented most of the Principles of Best Practice in Remedial Education, with full implementation slated for the fall of 2016. The TCCR will assess effective measures, and combinations of measures, for use in placing students accurately in entry-level, credit-bearing courses. The Taskforce also has focused on communication efforts geared especially to students and parents. Another provides guidance and recommendations on data related issues as they arise during the implementation phase of the policy, and also to identify the data elements necessary to answer other important research questions that will be required by section 11 of the remedial education policy. This will assist in the creation of appropriate reporting instruments to be used by MDHE staff for tracking institutional compliance and assessing the success of developmental education across the state.

As noted above, one of the best practices identified in the Principles is the alignment of gateway courses with a student's course of study, particularly in mathematics. In July 2014, Missouri was one of six states chosen to participate in a grant-funded mathematics pathways project sponsored by Complete College America in collaboration with the Charles A. Dana Center at the University of Texas-Austin.

PREVIOUS WORK ON MATH PATHWAYS

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

In the wake of the Summit, the department established the Missouri Mathematics Pathways Taskforce (MMPT) to complete the work of this initiative. The taskforce is comprised of 26 representatives (mathematics faculty, mathematics department chairs, etc.) from public two-year and four-year institutions. The MDHE charged the MMPT to convene mathematics faculty leaders to make a public statement on ending the practice of using College Algebra as a default

math requirement for non-Calculus based programs of study; design alternative gateway mathematics courses that are more appropriately aligned with the math skills students need to succeed in their program of study; and work with representatives from academic disciplines to review their math requirements and adopt alternative courses to College Algebra for non-Calculus based majors.

The work of the MMPT is founded on a simple premise: College algebra, which is designed to prepare students for calculus, may not be the gateway mathematics course best suited for every academic program. Without question, students entering STEM fields need a strong foundation in algebraic concepts. Students in other disciplines, however, might benefit from an alternative gateway mathematics course, one that includes algebra but also statistics, mathematical modeling, and geometry, to name a few. This effort is not an attempt to “dumb down” the curriculum but rather an opportunity to improve mathematics education by exposing students to mathematical concepts that have relevance in both their academic and vocational pursuits.

The Missouri Mathematics Pathways Taskforce issued a Report in June 2015 summarizing its work over the previous eight months. The MMPT made eight recommendations in its Report, each designed with the intent of developing rigorous mathematics pathways for students that are aligned to their academic programs of study.

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

Along with sharing the report with the CBHE, the department also submitted the report to the report with the Presidential Advisory Committee, the Missouri Chapter of the Mathematical Association of America, the Missouri Mathematics Association of Two-Year Colleges, the Missouri Developmental Education Consortium, the Council of Chief Academic Officers, and other interested stakeholders.

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

RELATED INITIATIVES

Missouri has undertaken several initiatives—statewide and nationally—to improve student success and increase educational attainment. The experience we have gained in successfully completing these initiatives speaks to the depth of collaboration between the department and the state's colleges and universities.

In 2010, the MDHE and hundreds of volunteers completed work on the Curriculum Alignment Initiative (CAI). The CAI resulted from legislation passed in 2008 to develop entry- and exit-level competencies for general education courses. Entry-level competencies establish a proposed threshold for student access to collegiate-level coursework across disciplines as a means for smoothing the transition from secondary to postsecondary education. Exit-level competencies were established to further facilitate transfer of general education courses. Optimal competencies were also developed to outline additional requirements for students in the pipeline who aspire to prepare for selected careers in science, technology, engineering, and mathematics. The CBHE approved entry-level competencies in six areas, 16 exit-level competencies for specific college-level general education courses, and optimal entry-level competencies for two engineering courses.

In response to the same legislation, the MDHE launched the English Composition Pilot Project, a single-subject feasibility study involving select public and independent institutions to measure student-learning outcomes in college-level general education courses using a common statewide assessment tool. The results of this pilot, released earlier this month, will give institutions an opportunity to compare their students' performance to that of other students at Missouri colleges and universities while determining the feasibility of expanding this concept to include other general education coursework.

Missouri is participating in the Multi-State Collaborative to Assess Student Learning Outcomes (MSC), a nine-state collaborative assessment of general education outcomes based upon the American Association of Colleges and Universities' VALUE rubrics. The goal for this project is to provide institutions with an opportunity to compare their students' performance to that of other students at other Missouri institutions and across multiple states.

Missouri has established a core transfer library of 25 lower-division courses to provide Missouri students with information about one-to-one equivalent courses between higher education institutions in the state. The transfer library will help equip students with the knowledge they need to make informed choices about their education, as well as aid in facilitating course transfer between all public and select independent institutions.

Missouri is a national leader in reverse transfer, which allows students who have earned at least 15 transferable credit hours at a qualifying two-year college and have transferred to a four-year college or university to transfer hours back to the two-year college to receive an associate degree. The program is intended for students who have earned a significant number of college credits but have not received an associate or bachelor's degree. Students who have completed the required credits necessary can qualify for an associate degree even if they are not currently attending college. The MDHE received a \$500,000 grant from the Lumina Foundation in support of this work.

CHALLENGES

One challenge is developing a plan of action as we move into the implementation year. As a starting point, we have identified five key areas that must be addressed as we implement Math Pathways:

6. Developing strategies to familiarize departments, instructors, and advisors with alternative approaches to entry-level courses, inclusive of content, instruction, and delivery mechanisms.
7. Communicating information among chairpersons about best practices and about ways to move promising efforts to scale.
8. Communicating the Taskforce's recommendations to relevant professional associations, state decision-makers, university and college leaders, and other relevant stakeholders.
9. Collecting and analyzing data to measure effectiveness of existing and new entry-level mathematics courses, including dual enrollment courses taught in the high schools. Establish calendars for monitoring student success over time and for the periodic review of policies and practices.
10. Exploring ways to improve alignment with K-12, specifically to ensure that college-level and developmental-level mathematics courses reflect the secondary-level CCSSM and to ensure that dual enrollment courses in any setting are equivalent to taking the course on a college campus.

We would welcome the Dana Center's expertise in shaping our implementation plan.

Additionally, we've identified several specific challenges:

1. Removing Policy Obstacles
Current CBHE policy requires mathematics courses to have the same prerequisites as College Algebra, which likely would not be appropriate for an alternative pathway. While a concern, the policy will be amended to remove the barrier.
2. Transferability of Alternative Mathematics Courses
Community college students or university students are commonly encouraged to take College Algebra (rather than an alternative math course) because they can sure College Algebra will transfer as an equivalent to other Missouri colleges and universities for all majors. This is certainly the case with students planning to transfer to the University of Missouri-Columbia, where College Algebra is a graduation requirement for all students. Until students are confident that the alternative

mathematics course will transfer and meet the degree requirements of the institution they transfer to, students will continue to enroll in College Algebra fearing that the alternative mathematics course will not transfer. We believe this project will help us address this issue in at least two ways. One, there is interest on the MU campus about changing the College Algebra degree requirement, or at least adding an alternative math course, and our participation in this initiative can inform that discussion. Two, it will help us put in place the foundation for a statewide articulation agreement for alternative pathways. The creation of such courses will have little effect on degree completion rates until students have the confidence to enroll in the courses, and strong state-wide articulation agreements will give students the assurance that the courses will in fact transfer and fulfill their degree requirements.

3. Aligning Mathematics Courses with Programs of Study

This is a significant concern as we move into what we are calling an “implementation year.” We have been struggling to devise an action plan that will effectively and efficiently address this issue. As the alignment of programs and math pathways is an intended outcome of the project, we believe our participation will help us accomplish this goal. Additionally, we are hopeful that the assistance provided by the Dana Center will be beneficial as we engage with our colleagues in the secondary schools to align high school curriculum with the alternative pathways.

Collaboration and partnerships (2 PAGE MAXIMUM)

The following organizations are confirmed collaborators in this work?

Council on Public Higher Education (COPHE)
Missouri Community College Association (MCCA)
Missouri Mathematical Association of Two-Year Colleges (MOMATYC)
Missouri Mathematics Association for the Advancement of Teacher Training (MAT²)
Mathematics Association of America-Missouri Section (MAA-MO)
Midwest Regional Association for Developmental Education (MRADE)
Missouri Developmental Education Consortium (MoDEC)

These partners have both distinct and overlapping roles in this work. As noted earlier, both COPHE and MCCA have provided financial assistance for this project. As well, each organization's constituent members have committed to the project. The Council of Chief Academic Officers is the MDHE's primary advisory body for academic affairs. The CCAO has been supportive of our work on Math Pathways from the beginning. The members of the CCAO play an essential role in the life of their campuses and are ideally positioned to effect change.

Most members of the Pathways Taskforce are members of one or more of the following organizations: the Missouri Mathematical Association of Two-Year Colleges (MOMATYC), the Missouri Mathematics Association for the Advancement of Teacher Training (MAT²), or the Mathematics Association of America-Missouri Section (MAA-MO). These organizations will provide lines of communication to the larger mathematics community in Missouri and be important venues for discussing what alternative pathways in Missouri will look like. Similarly, the Midwest Regional Association for Developmental Education (MRADE) and the Missouri Developmental Education Consortium (MoDEC) are important connections that will shape the alignment of our alternative pathways across the entire sequence of courses.



GOVERNOR OF MISSOURI

JEFFERSON CITY

65102

JEREMIAH W. (JAY) NIXON
GOVERNOR

P.O. Box 720
(573) 751-3222

August 7, 2015

Dhanfu E. Elston, Ph.D., Vice President
Complete College America
429 East Vermont Street, Suite 300
Indianapolis, Indiana 46202

RE: National Corequisite-at-Scale Application

Dear Dr. Elston:

I am pleased to submit this letter in support of the State of Missouri's application to participate in the Complete College America Corequisite-at-Scale (CCA) initiative. Missouri is fully committed to removing barriers to postsecondary education access and completion.

In 2010 I challenged our colleges and universities to achieve the "Big Goal" of having 60 percent of working age Missourians holding a high-quality postsecondary credential by 2025. Since then, we have worked hard to implement best practices in remedial education as a key driver in reaching our goal of an educated, highly skilled workforce. Our state has participated in numerous national and state meetings and academies on completion strategies that have led several institutions to adopt plans to reduce remediation and improve learning outcomes.

The Missouri Department of Higher Education (MDHE) is prepared to lead a statewide coalition of colleges and universities in developing scalable corequisite strategies that will have an impact on the vast majority of Missouri students deemed underprepared for college-level work. As the accompanying documents attest, we have broad support for this effort from the leadership of the colleges and universities that enroll a preponderance of students currently taking remedial courses.

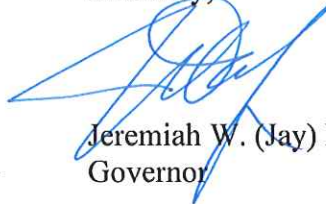
If selected to participate, I understand that MDHE will participate in a national academy on corequisite reform that will assist our state leadership team in developing a plan to scale corequisite remediation statewide. We also will have access to technical assistance in the form of CCA staff, national subject matter experts and webinars, and assistance in conducting a state-level corequisite academy. These components of a successful corequisite remediation strategy will help broaden and accelerate efforts that are already well underway on several of our campuses.

August 7, 2015

Page 2

As a result of our collective efforts during the past several years, I believe we have in place the key components, commitments and experience to realize the full potential of this initiative in Missouri. Thank you for the opportunity to lend my full support to this worthwhile endeavor.

Sincerely,



Jeremiah W. (Jay) Nixon
Governor



Missouri Department of Higher Education Request for Application Corequisite at Scale

On behalf of the State of Missouri and its system of higher education, the Missouri Department of Higher Education (MDHE) submits this application to participate in the “Corequisite at Scale” initiative. Missouri is fully committed to pursue and implement all of the program requirements to scale remediation models that provide students the opportunity to complete college-level gateway math and/or English courses within one academic year (i.e., single semester corequisite, one-year course pathway, and math pathways models).

The institutions listed in the table below have committed to implement corequisite remediation models. The public institutions listed here provide remedial education (in both mathematics and English) to about 97 percent of all underprepared Missouri students. The participating institutions are committed to bring to scale a strategy that impacts the vast majority of Missouri students deemed underprepared for college-level work by fall 2017.

Two-year sector		Four-year sector	
Institution	Remediation Enrollment	Institution	Remediation Enrollment
Crowder College	1,248	Harris Stowe State University	194
East Central College	995	Lincoln University	455
Jefferson College	736	Missouri Southern State University	490
Metropolitan Community College	2,004	Missouri State University (English only)	976
Mineral Area College	662	Missouri Western State University	1,251
Missouri State University - West Plains	541	Northwest Missouri State University	769
Moberly Area Community College	575	Southeast Missouri State University	955
North Central Missouri College	242	University of Central Missouri	583
Ozarks Technical Community College	3,339	University of Missouri-St. Louis	38
St. Charles Community College	1,204	Columbia College (independent)	n/a
St. Louis Community College	7,091	Avila University (independent)	n/a
State Fair Community College	1,453		
Three Rivers Community College	1,601		
Participating IHEs' total remediation enrollment	21,691	Participating IHEs' total remediation enrollment	5,829
Statewide remedial enrollment	22,006	Statewide remedial enrollment	6,464
Participating IHEs' share of sector total	98.5%	Participating IHEs' share of sector total	90.2%
		Participating IHEs' share of statewide total	96.6%

Further, the MDHE and each participating institution agree to provide state- and institutional-level data on student progress through remedial education and gateway courses as well as performance data on implemented models.

The following individuals comprise Missouri state team consists of the following individuals:

Name	Title	Representing
Rusty Monhollon	Assistant Commissioner for Academic Affairs	Missouri Department of Higher Education
Rob Dixon	Executive Director	Missouri Community College Association
Tammy Randolph	Chair, Department of Mathematics	Southeast Missouri State University
Jean McCann	Vice President for Instruction	East Central College
Dwyane Smith	Vice President for Academic Affairs	Harris-Stowe State University
Jacqueline Gray	Professor of English, Faculty Association President	St. Charles Community College
Ann McCoy	Professor of Mathematics	University of Central Missouri

Background and Context

The MDHE is the administrative arm of the Coordinating Board for Higher Education (CBHE), which has responsibility for coordination and oversight of all postsecondary education in the state. As such, the MDHE has a direct relationship with all postsecondary institutions in Missouri and functions as a central point of contact across institutional sectors. The mission of the CBHE and MDHE is to work collaboratively with the state's institutions of higher education to support a diverse system of affordable and accessible high-quality educational institutions.

For the past several years the MDHE has embarked on a statewide effort to reduce the need for and improve the outcomes of remedial education and is well-prepared to participate in this project. Timely legislation, close collaboration and support of the state's public and independent institutions of higher education, strengthened cooperation with the K-12 sector, and a genuine desire to remove all barriers to student success have resulted in the completion of many of the Corequisite at Scale initiative's requirements.

As a member of the Complete College America Alliance of States, Missouri has participated in numerous national meetings and academies. The MDHE has participated in national and regional efforts aimed at increasing educational attainment and removing barriers to student success, including Complete College America Math Pathways, Win-Win, Pathways to Success and, more recently, Pathways to Prosperity. Missouri has become a national leader in such initiatives as the Multistate Collaborative to Assess Learning Outcomes and Missouri Reverse Transfer. In 2013 teams from nine institutions attended the Missouri Completion Academy, which resulted in several institutions adopting strategic plans to reduce remediation and improve learning outcomes; non-participating institutions have taken similar steps.

A key to Missouri's progress in removing barriers to student success has been the passage of key implementing legislation. Missouri participated in the Complete College America completion academy held in Austin, Texas, in 2010. That academy bore exciting results, including several initiatives from the governor's office to improve efficiency (course redesign and performance funding, to name two). It also inspired what came to be known as House Bill 1042, which was adopted in 2012 and formed the basis of the Missouri Reverse Transfer Initiative, the Core Transfer Library, and adoption of best practices in remediation.

The MDHE and Missouri's institutions of higher education—both public and independent—have a long history of collaborating to remove barriers to the transfer of students between institutions. The MDHE staff, in collaboration with institutional faculty and administrators, successfully led the Curriculum Alignment Initiative, a statewide effort to create entry- and exit-level competencies for general education courses, as well as a statewide review of academic degree programs that resulted in the deletion of 119 low-producing programs. Missouri has developed a core transfer library of 26 courses—with additional courses to be added—that are accepted in transfer by all public institutions of higher education.

To fulfill the mandate of HB 1042, the MDHE formed the Taskforce on College and Career Readiness (TCCR), comprised of chief academic officers and faculty representatives from all sectors of higher education, and later representatives from the K-12 sector. Through the work of the TCCR and close collaboration with the public and independent institutions, the MDHE developed Principles of Best Practice in Remedial Education. Principles is a set of guiding principles and best practices that describe how remedial education statewide should be structured and delivered, an umbrella of “best practices” under which an institution can devise programs to meet the needs of its particular student body.

Several provisions of the Principles are directly related to this project:

1. Statewide Placement policy

Accurate placement in appropriate coursework is a key to student success. To improve accuracy, institutions must use multiple measures to assess student readiness for gateway courses and

programs of study. All institutions will use common scores for the assessment instruments they employ.

2. Gateway Courses

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

3. Alternative Pathways

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

4. Alternative Delivery

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

The TCCR is now implementing the Principles of Best Practice in Remedial Education, with full implementation of effective in the fall 2015 semester. The TCCR is researching effective measures, and combinations of measures, for use in placing students accurately in entry-level, credit-bearing courses. The Taskforce also is drafting a policy manual that will serve as a guide for institutions when placing students into entry-level, credit-bearing courses or developmental education courses.

In addition, the TCCR created several subgroups to assist in implementation. One is focused on communication efforts geared especially to students and parents. Another provides guidance and recommendations on data related issues as they arise during the implementation phase of the policy, and also to identify the data elements necessary to answer other important research questions that will be required by section 11 of the remedial education policy. This will assist in the creation of appropriate reporting instruments to be used by MDHE staff for tracking institutional compliance and assessing the success of developmental education across the state.

In July 2014, Missouri was one of six states chosen to participate in a grant-funded mathematics pathways project sponsored by Complete College America in collaboration with the Charles A. Dana Center at the University of Texas-Austin. The mathematics pathways project is a two-year initiative to identify and develop scalable strategies that will dramatically increase the percentage of students who pass gateway math courses and enter programs of study in one academic year. The MDHE established the Missouri Mathematics Pathways Taskforce (MMPT) to support the work of this initiative. The taskforce is comprised of 26 representatives (mathematics faculty, mathematics department chairs, etc.) from public two-year and four-year institutions. The taskforce has met seven times between October 2014 and May 2015.

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

The work of the MMPT is founded on a simple premise: College algebra, which is designed to prepare students for calculus, may not be the gateway mathematics course best suited for every academic program. Without question, students entering STEM fields need a strong foundation in algebraic concepts. Students in other disciplines, however, might benefit from an alternative gateway mathematics course, one that includes algebra but also statistics, mathematical modeling, and geometry, to name a few. This effort is not an attempt to "dumb down" the curriculum but rather an opportunity to improve

mathematics education by exposing students to mathematical concepts that have relevance in both their academic and vocational pursuits.

The Missouri Mathematics Pathways Taskforce makes eight recommendations in its Report, each designed with the intent of developing rigorous mathematics pathways for students that are aligned to their academic programs of study. Several are directly related to the “Corequisite at Scale” initiative:

- Recommendation 1.2: Establish statewide articulation agreements (while respecting the autonomy of each institution) for the alternative pathway mathematics courses that meet the general education mathematics requirements and their prerequisite courses.
- Recommendation 2.1: Institutions should align the process of placing students in credit-bearing courses with alternative pathway courses.
- Recommendation 2.3: Create college-level mathematics courses that serve as alternatives to the College Algebra course and that are aligned to targeted programs of study.
- Recommendation 2.4: Identify prerequisites for alternative college-level mathematics courses that are aligned to targeted programs of study.

Over the past eight months, the taskforce has worked diligently to identify strategies necessary to accomplish project objectives. As the project moves into its second year, the MMPT is set to reconvene in August to begin working towards implementing project objectives. The MMPT is also planning Missouri’s second mathematics summit to be held this fall. This summit will be geared towards generating support from institutions for the implementation phase of the project, engaging faculty from other academic disciplines, and providing an opportunity for non-math faculty to share any concerns or insights they may have as the project moves forward.

As the examples noted above attest, Missouri has in place the key components, commitments and experience to support this initiative and achieve its objectives. If selected for participation in this project, the MDHE agrees to fulfill all of the program requirements.

Missouri Mathematics Pathways Taskforce

First	Last	Title	Institution
Nakhle	Asmar	Professor and Chair of Mathematics Department	University of Missouri-Columbia
Andrew	Aberle	Mathematics Instructor	Ozarks Technical Community College
Brieahan	Barron	Department Chair of Mathematics	State Technical College of Missouri
Ann	Boehmer	Chair of Mathematics and Physical Science Division	East Central College
William O.	Bray	Chair of Mathematics Department	Missouri State University
Haiyan	Cai	Chair of Mathematics and Natural Sciences Department	University of Missouri-St. Louis
Jonathan	Corbett	Chair of Mathematics and Natural Sciences Department	Harris-Stowe State University
Tabitha	Crites	Mathematics Faculty	Mineral Area College
Mark	Eriksson	Mathematics Faculty	Three Rivers Community College
Dave	Garth	Professor of Mathematics	Truman State University
Kim	Granger	Professor of Mathematics	St. Louis Community College
Jennifer	Hegeman	Associate Professor of Mathematics	Missouri Western State University
Cheryl	Ingram	Chair of Mathematics and Physical Sciences Division	Crowder College
Kerry	Johnson	Chair of Mathematics Department	Missouri Southern State University
Bill	Kalahuarka	Assistant Teaching Professor of Mathematics	University of Missouri-Kansas City
Donna	Kessler	Mathematics Instructor	Moberly Area Community College
Wanda	Long	Professor of Mathematics	St. Charles Community College
Phoebe	McLaughlin	Professor of Statistics and Mathematics	University of Central Missouri
Kimberly	Miller	Chair of Mathematics Division	State Fair Community College
Rusty	Monhollon	Assistant Commissioner for Academic Affairs	Missouri Departmet of Higher Education
Bill	Morgan	Mathematics Faculty	Metropolitan Community College
Jennifer	Plemons	Research Associate for Academic Affairs	Missouri Departmet of Higher Education
Tammy	Randolph	Department of Mathematics Chair	Southeast Missouri State University
Skyler	Ross	Associate Professor of Mathematics	Jefferson College
V.A.	Samaranayake	Curator's Teacher Professor of Mathematics & Statistics, and Director of Graduate Studies	Missouri University of Science & Technology
Mary	Shepherd	Professor of Mathematics	Northwest Missouri State University
Ruthi	Sturdevant	Professor of Mathematics	Lincoln University
Tracy	Welch	Mathematics Faculty	North Central Missouri College
Jeremy	Ellis	Director of Mathematics	Department of Elementary and Secondary Education
Kevin	Hopkins	Mathematics Chair	Southwest Baptist University

Suzanne	Tourville	Professor of Computer and Math Sciences	Columbia College
Nick	Haverhals	Assistant Professor of Mathematics	Avila University
Jerry	Priddy	Professor of Mathematics	Central Methodist University

Missouri Mathematics Pathways Taskforce

2014-2015 Meeting Dates

30-Oct-14

20-Nov-14

22-Jan-15

19-Feb-15

27-Mar-15

Teleconference: 30-Apr-15

12-May-15

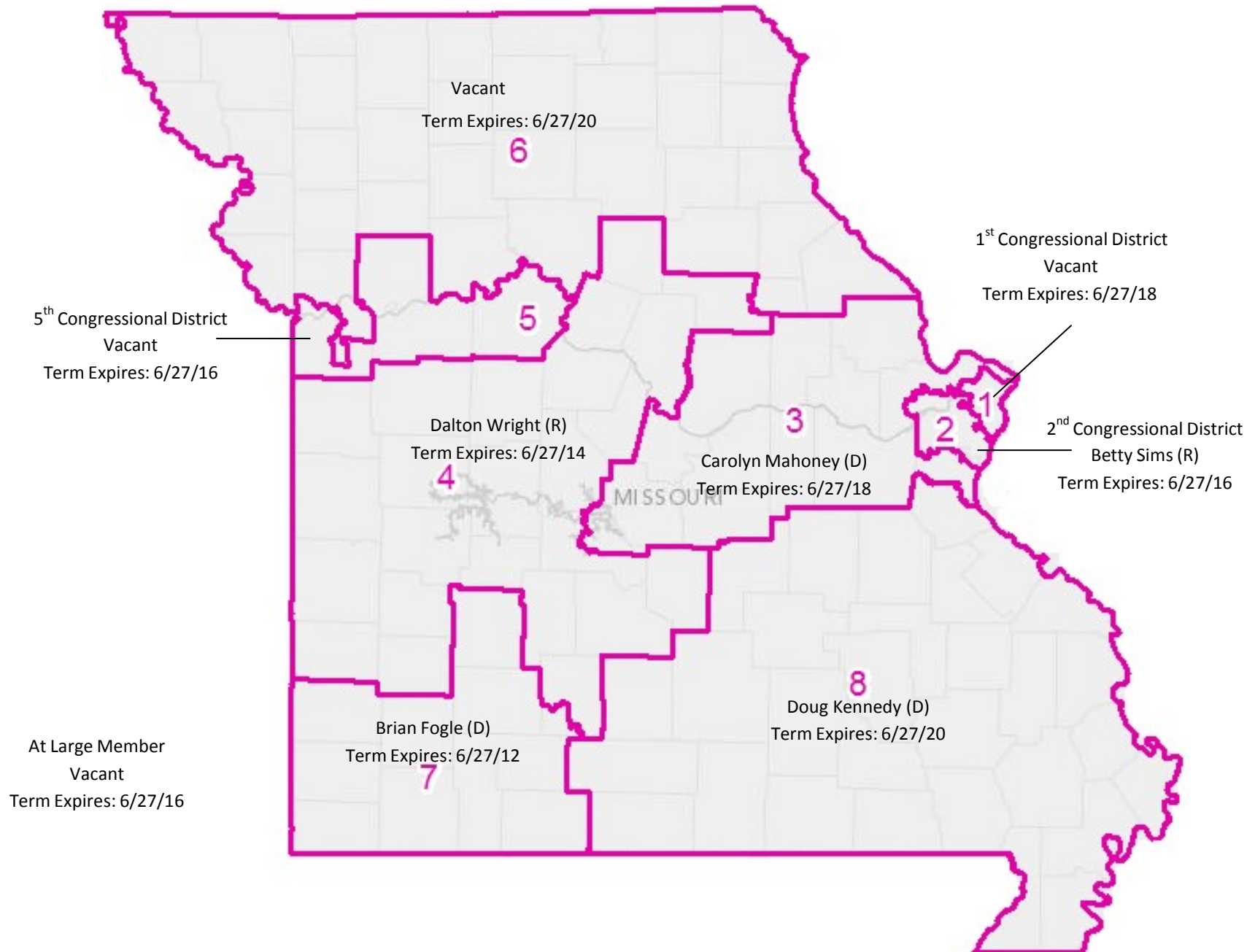
12-Aug-15

Coordinating Board for Higher Education Members by Congressional District

Missouri's Congressional Districts

District	Description or boundary	Population
1	St. Louis County (part of) and St. Louis City	748,616
2	Counties of Jefferson (part of), St. Charles (part of), St. Louis County (part of)	748,616
3	Counties of Jefferson (part of), Franklin, Gasconade, Maries, Osage, Cole, Callaway, Montgomery, Warren, Lincoln (part of), St. Charles County (part of), Miller, Camden (part of)	748,615
4	Counties of Audrain (part of), Randolph, Boone, Howard, Moniteau, Cooper, Morgan, Camden (part of), Hickory, Benton, Pettis, Johnson, Henry, St. Clair, Cedar, Dade, Barton, Vernon, Bates, Cass, Dallas, Laclede, Pulaski, Webster (part of)	748,616
5	Counties of Jackson (part of), Ray, Lafayette, Saline, Clay (part of)	748,616
6	Counties of Lincoln (part of), Audrain (part of), Ralls, Marion, Shelby, Lewis, Monroe, Knox, Clark, Scotland, Schuyler, Adair, Macon, Chariton, Linn, Sullivan, Putnam, Mercer, Grundy, Livingston, Carroll, Caldwell, Daviess, Harrison, Worth, Gentry, DeKalb, Clinton, Clay (part of), Jackson (part of), Platte, Buchanan, Andrew, Nodaway, Holt, Atchison	748,616
7	Counties of Jasper, Newton, McDonald, Lawrence, Barry, Stone, Taney, Christian, Greene, Polk, Webster (part of)	748,616
8	Counties of Ozark, Douglas, Wright, Texas, Howell, Oregon, Shannon, Dent, Phelps, Crawford, Washington, Jefferson (part of), Iron, Reynolds, Carter, Ripley, Butler, Wayne, Madison, St. Francois, Ste. Genevieve, Perry, Bollinger, Cape Girardeau, Scott, Stoddard, Mississippi, New Madrid, Pemiscot, Dunklin	748,616

Coordinating Board for Higher Education Members by Congressional District



**STATUTORILY REQUIRED FUNCTIONS OF THE COORDINATING BOARD FOR
HIGHER EDUCATION /MDHE**
(as of November 1, 2013)

Fiscal

- Establish guidelines for appropriation requests by public four-year institutions (§173.005.2(3))
- Approve a community college funding model developed in cooperation with the community colleges (§ 163.191.1)
- Submit an aggregated community college budget request (§ 163.191.1)
- Oversee implementation of the Higher Education Student Funding Act (“Tuition Stabilization”), including the adjudication of waiver requests submitted by institutions proposing to raise tuition at a rate that exceeds the statutory guideline (§ 173.1003.5)
- Recommend to governing boards of state-supported institutions, including public community colleges, formulas to be employed in specifying plans for general operations, development and expansion and requests for appropriations from the general assembly (§ 173.030(3))
- Promulgate rules to include selected off-campus instruction in public colleges and university appropriation recommendations where prior need has been established in areas designated by the Coordinating Board for Higher Education (§ 173.030(4))
- Request appropriations to match U.S. Agency for International Development funds for purposes of facilitating international student exchanges (§ 173.730)

Planning

- Conduct studies of population and enrollment trends affecting institutions of higher education in the state (§ 173.020(1))
- Identify higher education needs in the state in terms of requirements and potential of young people and in terms of labor force requirements (§ 173.020(2))
- Develop arrangements for more effective and more economical specialization among institutions in types of education programs offered and students served and for more effective coordination and mutual support among institutions in the utilization of facilities, faculty and other resources (§ 173.020(3))
- Design a coordinated plan for higher education for the state and its subregions (§ 173.020(4))
- Develop in cooperation with the Department of Elementary and Secondary Education a comprehensive assessment of postsecondary vocational technical education in the state (§ 178.637.2)¹
- The coordinating board shall establish guidelines to promote and facilitate the transfer of students between institutions of higher education within the state. (§ 173.005.2(8))
- The coordinating board shall develop a policy to foster reverse transfer for any student who has accumulated enough hours by meeting specific statutory requirements to be awarded an associate degree. (§ 173.005.2(8))
- Establish state and institution-specific performance measures by July 1, 2008 (§ 173.1006.1)
- Conduct institutional mission reviews every five years (§ 173.030(7))
- Review and approve applications from institutions for statewide missions (§ 173.030(8))
- Issue annual report to the governor and general assembly (§ 173.040)

¹ This was a one-time requirement to be completed by August 1996 in connection with the establishment of Linn State Technical College. There is no statutory requirement to keep the assessment updated.

- Report to Joint Committee on Education (§ 173.1006.2)

Academic Programs

- Approve of proposed new degree programs to be offered by the state institutions of higher education (§ 173.005.2(1))
- If any institution of higher education in this state, public or private, willfully fails or refuses to follow any lawful guideline, policy or procedure established or prescribed by the coordinating board, or knowingly deviates from any such guideline, or knowingly acts without coordinating board approval where such approval is required, or willfully fails to comply with any other lawful order of the coordinating board, the coordinating board may, after a public hearing, withhold or direct to be withheld from that institution any funds the disbursement of which is subject to the control of the coordinating board, or may remove the approval of the institution as an approved institution within the meaning of section 173.1102 (§ 173.005.2(11))
- Recommend to governing boards the development, consolidation or elimination of programs, degree offerings, physical facilities or policy changes deemed in the best interests of the institutions or the state (§ 173.030(2))
- Approve out-of-district courses offered by community colleges (§ 163.191.4)
- Establish competencies for entry-level courses associated with an institution's general education core curriculum (§ 173.005.2(7))
- Determine to what extent courses of instruction in the Constitution of the U.S., and of the state of Missouri, and in American History should be required by colleges and universities. (§ 170.011.1)
- Establish guidelines to facilitate student transfers (§ 173.005.2(7))
- Administer the Studies in Energy Conservation Fund in collaboration with the Department of Natural Resources and, subject to appropriations, establish full professorships of energy efficiency and conservation (§ 640.219.1)
- Promulgate rules to ensure faculty credentials and student evaluations are posted on institutional websites (§ 173.1004)
- Cooperate with the Department of Corrections to develop a plan of instruction for the education of offenders (§ 217.355)
- Permit fees from out-of-state public institutions to be used to cover the costs of administering out-of-state programs, except personnel costs (§ 173.005.2 (12) (b) b.)
- Develop a policy to promote reverse transfer which includes a statewide core transfer library of at least 24 lower-division courses across all institutions. (§ 173.005.2 (8))
- Require all public two-year and four-year higher education institutions to replicate best practices in remediation (§ 173.005.2 (6))

Institutional Relationships

- Promote and encourage the development of cooperative agreements between Missouri public four-year institutions of higher education which do not offer graduate degrees and Missouri public four-year institutions of higher education which do offer graduate degrees for the purpose of offering graduate degree programs on campuses of those public four-year institutions of higher education which do not otherwise offer graduate degrees (§ 173.030(5))
- Encourage cooperative agreements between public four-year institutions that “do not” offer graduate degrees and those that “do” for the sole purpose of exploring program advantages (§173.005.2(2))
- Approve new state-supported senior colleges or residence centers (§ 173.005.2(4))

- Establish admission guidelines consistent with institutional missions (§ 173.005.2(5))
- Establish guidelines to help institutions with decisions relating to residence status of students (§ 173.005.2(7))
- Conduct binding dispute resolutions with regard to disputes among public institutions that involve jurisdictional boundaries, or the use or expenditure of any state resources (§ 173.125)
- Impose fines on institutions that willfully disregard state policy (§ 173.005.2(10))
- Receive biennial reports from all public institutions on the number and language background of all teaching assistants, including a copy of the institution's current policy for selection of graduate teaching assistants (§ 170.012.4)
- Promulgate model conflict of interest policy that is used to govern all public institutions of higher education that did not have a similar measure in place after January 1, 1992 (§ 173.735)
- Enforce provisions of the Missouri Returning Heroes Education Act, which limits the amount of tuition public institutions can charge combat veterans (§ 173.900.4)
- Promulgate rules for the refund of all tuition and incidental fees or the awarding of a grade of "incomplete" for students called into active military service, voluntarily or involuntarily, prior to the completion of the semester (§ 41.948.5)
- Provide an annual report to the Department of Elementary and Secondary Education on the performance of graduates of public high schools in the state during the student's initial year in the public colleges and universities of the state (§ 173.750.1)
- Promulgate instructions and recommendations for implementing eye safety in college and university laboratories (§ 173.009)
- Exercise oversight of Linn State Technical College (§ 178.638)
- Establish standards for the organization of community colleges (§ 178.770)
- Approve establishment of community college subdistricts and redistricting (§ 178.820)
- Supervise the two-year community colleges (§ 178.780) to include:
 - Establishing their role in the state
 - Setting up surveys to be used for local jurisdictions when determining need and potential for a community college
 - Administering the state financial support program
 - Formulating and putting into effect uniform policies as to budgeting, record keeping and student accounting
 - Establishing uniform minimum entrance requirements and uniform curricular offerings
 - Make a continuing study of community college education in the state
 - Being responsible for their accreditation, annually or as often as deemed advisable, and in accordance with established rules

Note: Section 173.005.7 transfers to the Coordinating Board for Higher Education the duties of the State Board of Education relating to community college state aid, supervision and formation specified in Chapters 163 and 178, RSMo.

Financial Aid²

- 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)

² Entries in italics historically have not had funds appropriated to them by the General Assembly and so require no ongoing activity by the department.

- Administer the Advanced Placement Incentive Grant (§ 173.1350)
- Administer the Kids' Chance Scholarship Program for children of workers who were seriously injured or killed as result of a workmen's compensation-related event (need based) (§ 173.256.1)
- Administer the Public Safety Officer or Employee Grant Program for certain public employees and their families if the employee is killed or permanently and totally disabled in the line of duty (§ 173.260.2 & .4)
- Administer the Marguerite Ross Barnett Competitiveness Scholarship Program for students who are employed 20 hours or more per week while attending school part time (need based) (§ 173.262.3)
- *Administer the Missouri Teaching Fellows Program for educational loan repayments, to include maintaining a program coordinator position to identify, recruit, and select potential applicants for the program (§ 168.700)*
- Administer the Minority Teaching Scholarship Program (§ 161.415)
- Administer the Minority and Underrepresented Environmental Literacy Program (§ 173.240)
- Administer the Advantage Missouri Trust Fund, which provides loans and a loan forgiveness program for students in approved educational programs who become employed in occupational areas of high demand in the state; responsibilities include annually designating occupational areas of high demand and the degree programs or certifications that lead to employment in those areas (§§ 173.775.2 & 173.781)
- Make provisions for institutions to award tuition and fee waivers to certain students who have been in foster care or other residential care under the Department of Social Services (§ 173.270.1)
- May request information from public or private institutions to determine compliance with the requirement that no student receiving state need-based financial assistance receive financial assistance that exceeds the student's cost of attendance (§ 173.093)
- Administer the Veteran's Survivor Grant (§ 173.234.1)
- Administer the Vietnam Veteran's Survivor Grant (§ 173.236.1)
- Receive annual certification from all postsecondary institutions that they have not knowingly awarded financial aid to a student who is unlawfully present in the U.S. (§ 173.1110.3)

State Guaranty Agency under the Federal Family Education Loan Program³

- Administer Missouri Student Loan Program (§§ 173.100 to .120 & .130 & .150 to .187; also Title IV, Part B of the Higher Education Act of 1965, as amended (20 U.S.C. §§ 1071 to 1087-2), and its implementing regulations in 34 C.F.R. §§ 433A, 485D & 682).

Responsibilities include:

- Establishing standards for determining eligible institutions, eligible lenders and eligible borrowers
- Processing applications
- Loan disbursement
- Enrollment and repayment status management
- Default awareness activities
- Collecting on defaulted borrowers
- School and lender training
- Financial literacy activities

³ As a result of provisions in the recently enacted Healthcare and Education Affordability Reconciliation Act, no new FFELP loans will be issued after June 30, 2010. However, the Guaranty Agency's statutory and regulatory obligations will continue as to loans still outstanding and guaranteed before that date.

- Providing information to students and families on college planning, career preparation, and paying for college
 - Administering claims
 - Compliance
- Provide information on types of financial assistance available to pursue a postsecondary education (§ 167.278)
- Act as a lender of last resort for students or schools that cannot otherwise secure loans (§ 173.110.3)
- Enter into agreements with and receive grants from U.S. government in connection with federal programs of assistance (§173.141)

Proprietary Schools

- License and oversee all for-profit Missouri certificate or degree granting schools (§ 173.604.1)
- License and oversee some not-for-profit Missouri certificate or degree granting schools (§§ 173.604.1 & 173.616.1)
- License and oversee out-of-state higher education institutions offering instruction in Missouri (public out-of-state are exempt but go through program approval similar to in-state publics) (§§ 173.602 & 173.005.2(11)(b))
- License and oversee certain types of student recruitment by non-Missouri institutions (§ 173.602)
- Require annual recertification (§ 173.606.1)
- The Coordinating Board for Higher Education may establish appropriate administrative fees to operate certification program (§ 173.608.2)
- Allows for recertification every two years for institutions that have existed for at least five years combined with other requirements (§ 173.606.2)

Assignments in Statute to Serve on other State Boards

- Missouri Higher Education Loan Authority (both the commissioner and a Coordinating Board for Higher Education member) (§ 173.360)
- Missouri Higher Education Savings Program (MOST) (§ 166.415.1)
- Missouri Workforce Investment Board (§ 620.511.3)
- Holocaust Commission (§ 161.700.3(1))
- Commission on Autism Spectrum Disorders (§ 633.200.3(6))
- Interagency Advisory Committee on Energy Cost Reduction & Savings (§ 8.843)
- Minority Environmental Literacy Advisory Committee (§ 173.240.7)
- Missouri Area Health Education Centers Council (§ 191.980)

Grants for Institutions/Faculty

- Administer the Nurse Education Incentive Program (§ 335.203)
- Apply for, receive and utilize funds which may be available from private nonprofit foundations and from federal sources for research on higher education needs and problems in the state. (§ 173.050 (2))
- Serve as the official state agency to plan for, define and recommend policies concerning the allocation of federal funds where such funds, according to provisions of federal legislation, are to be received and allocated through an official state agency (§ 173.050 (1))