

**COORDINATING BOARD  
FOR HIGHER EDUCATION**

Tuesday, January 12, 2016 3:00 p.m.

573-526-5504 or 866-630-9347

**Brian Fogle**, Chair, Springfield

**Carolyn Mahoney**, Vice-Chair, Jefferson City

**Doug Kennedy**, Secretary, Poplar Bluff

**Dalton Wright**, Conway

**Betty Sims**, St. Louis

COORDINATING BOARD FOR HIGHER EDUCATION

Conference Call – Tuesday, January 12, 2016

526-5504 / 866-630-9347

3:00 p.m. – 4:00 p.m.

**AGENDA**

**Academic Affairs**

**Information**

1. Dual Credit Update

Rusty Monhollon

**Report of the Commissioner**

**Action**

1. Preparing Missourians to Succeed:  
A Blueprint for Higher Education

David Russell

**Adjourn**

DRAFT

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Coordinating Board for Higher Education  
Policy on Dual Credit Delivery  
January 12, 2016

### DESCRIPTION

In June 2015 the CBHE approved the Policy on Dual Credit Delivery, a substantial revision of the board's previous dual credit guidelines. This agenda item asks the Coordinating Board to modify the implementation date for a specific section of the Policy on Dual Credit Delivery.

#### Background

The Policy on Dual Credit Delivery was purposefully developed to align with the new Higher Learning Commission (HLC) standards, including the section on faculty qualifications. Initially, the HLC's new standards were to be effective January 1, 2016, the same date as the CBHE policy would take effect. In August, MDHE agreed to extend the effective date for the faculty qualifications section of the policy to July 1, 2016. This was done to allow dual credit providers and school districts to honor existing instructor contracts and also give them adequate time to recruit instructors that meet the new guidelines.

The HLC, in response to public criticism, moved its implementation date to fall 2016, and moved it again to fall 2017. This past November, the Midwestern Higher Education Compact Executive Committee successfully lobbied the HLC for additional concessions. The HLC now will allow institutions and states unable to comply with the new standards by fall 2017 to apply for extensions that could extend to 2022. This decision has prompted school principals, district superintendents, dual credit instructors, and state legislators in Missouri to ask how the HLC's decision would affect the CBHE dual credit policy.

This past November, MDHE staff surveyed all dual credit providers in Missouri to assess the impact the new faculty qualifications would have on their programs. About 87 percent of current dual credit instructors meet the new, more rigorous instructor qualification guidelines. Over 90 percent of dual credit instructors are expected to meet the new guidelines by the start of the fall 2016 semester. By the fall 2017 semester, staff estimates that 93 percent of current instructors will meet the new guidelines.

Missouri is in a much better position than some other states, where it is estimated that 70 percent or more of dual credit instructors will not meet the new HLC standards. Missouri institutions are working with their dual credit instructors to help them attain the requisite graduate hours; several are even offering graduate courses at no cost to the instructor.

MDHE has shared this information and discussed the misalignment of the HLC and CBHE policies on faculty qualifications with the CBHE, the Early College Advisory Board (ECAB), and the Council of Chief Academic Officers (CCAO). MDHE staff also has discussed the matter on several occasions with state legislators.

Coordinating Board for Higher Education  
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As a result of these conversations, MDHE staff recommends the following:

1. The CBHE Policy on Dual Credit Delivery remains effective as of January 1, 2016, with the exception of Section 7.0, Faculty/Instructor Qualifications and Support.
2. Dual credit providers will have until July 1, 2017, to comply with Section 7.0 of the CBHE Policy on Dual Credit Delivery. After that date, all dual credit instructors must meet the qualifications defined in Section 7.0. Unlike the HLC, there will be no extensions given to institutions or individuals unable to meet the requirements for faculty qualifications.
3. The Early College Advisory Board will develop guidelines to assist both institutions and instructors in determining compliance with Section 7.0.

### Conclusion

Creditable high quality dual credit courses and other early college programs are important tools to help the state achieve its goal of increasing educational attainment, provided that the level of difficulty is commensurate with college-level work and that instructors are as qualified in their fields as those located on college campuses. The availability of dual credit opportunities for high school students not only serves to increase the number of students graduating from high school and attending college, but also to reduce students' costs and time to degree completion.

The Policy on Dual Credit Delivery provides a stronger policy framework in which to demonstrate and assure the quality of dual credit programs. The policy was developed through collaboration between MDHE, dual credit providers, and the Department of Elementary and Secondary Education, and reflects the quality standards established by the National Alliance of Concurrent Enrollment Partnerships and the Higher Learning Commission. MDHE will continue to engage all stakeholders to ensure Missouri students have access to high quality early college opportunities.

### **STATUTORY REFERENCE**

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

### **RECOMMENDED ACTION**

**This is an information item only.**

### **ATTACHMENTS**

None.



## **Preparing Missourians to Succeed: A Blueprint for Higher Education**

Missouri's future depends on an educated citizenry. The private and public benefits of higher education are the building blocks of a vibrant society, a thriving economy, and a good quality of life for all Missourians.

During the past decade, the state has made significant progress in increasing access to higher education. Educators and policymakers have expanded postsecondary education programs, kept college affordable by keeping tuition increases low, and adopted proven initiatives that help students complete a college degree or a career or technical certificate.

More Missourians than ever before are earning a postsecondary credential; however, more must be done to provide all students with opportunities to acquire the skills and knowledge they need to be successful in a rapidly changing world.

Research shows that "good jobs" – defined by a 2015 report from Georgetown University's Center for Education and Workforce as positions that pay more than \$53,000 a year – are leading the country's economic recovery and are being filled by college graduates. Of the 2.9 million "good jobs" added to the U.S. economy since 2010, about 2.8 million went to workers with at least a bachelor's degree. In contrast, "good jobs" filled by workers with a high school diploma or less have decreased by 39,000.

To help meet Missouri's growing higher education needs, the state's Coordinating Board for Higher Education has adopted a new coordinated plan for the state's higher education system.

The new plan, *Preparing Missourians to Succeed: A Blueprint for Higher Education*, focuses on five key goals and includes strategies to achieve each goal.

To view the full plan, visit <http://dhe.mo.gov/blueprint.php>.

*Note: Game-changer strategies are denoted in italics.*

# Attainment

## **Goal 1: Missouri will increase the proportion of working-age adults with high-quality, affordable postsecondary credentials to 60 percent by 2025.**

By 2018, more than 60 percent of jobs in Missouri will require a two- or four-year degree or a career or technical certificate. Currently, 50.6 percent of working-age adults in Missouri have a postsecondary credential, up from 48.3 percent in 2010.

To increase degree and certificate attainment, Missouri must improve college participation rates. This will not be easy. Enrollment in the state's colleges and universities has decreased by 3.6 percent over the past five years. Attracting more traditional students, as well as adult students, including veterans, to higher education is essential to help Missouri meet its higher education needs.

The state also must increase college completion rates, which have remained fairly flat for more than a decade. In 2013, about 53 percent of first-time, full-time students at Missouri's public universities earn a four-year degree in six years, and about 37.7 percent of first-time, full-time students at the state's community colleges earn a two-year degree or transfer to a four-year school in three years.

Reducing the achievement gap for students who are underrepresented in higher education also is essential. In 2013, just over 26 percent of African American students and 43 percent of Hispanic students who were first-time, full-time college students completed a four-year degree in six years or completed a two-year degree or transferred to a four-year school in three years, compared to 52.2 percent for white students.

Improving postsecondary education attainment is crucial for Missouri to maintain a skilled and knowledgeable workforce and a good quality of life.

### **Strategies to improve attainment:**

*1.1 Implement new policies and initiatives that help all students earn a degree or certificate in less time and at less cost, while enabling graduates to enter the workforce sooner. Tactics:*

- *Eliminate remedial education in favor of co-requisite models and similar proven methods.*
- *Develop clear and lower-cost pathways to degrees and certificates.*
- *Expand agreements to support the seamless transfer of academic credits.*

- *Expand the use of alternative modes of delivery, including early-college programs, online, credit for prior learning, and competency-based education.*
  - *Organize an information campaign to encourage students to seek full-time enrollment (defined here as 15 credit hours a semester).*
- 1.2 *Pursue state funding support for competitive grants to assist institutions in transitioning to proven completion strategies that can help Missouri achieve its Big Goal for Higher Education of 60 percent degree or certificate attainment by 2025.*
- 1.3 Raise the postsecondary education participation rates of traditional students. Tactics:
- Increase efforts to assist students in completing college admissions and financial aid applications.
  - Increase collaboration among higher education institutions and high schools to help students begin planning earlier for college and careers, with assistance from the state departments of higher education and elementary and secondary education.
- 1.4 Seek participation in flexible educational programs by adult students, including veterans; individuals seeking new job skills; and those with some college but no degree. Tactics:
- Make a concerted effort to increase the number of adult learners re-entering educational programs leading to the award of a postsecondary credential.
  - Ensure working and place-bound students have adequate academic, career development and support services to complete a college credential.
- 1.5 Reduce disparities for students and faculty at Missouri’s colleges and universities. Tactics:
- Raise completion rates by race, ethnicity, socioeconomic status, gender and disability by 50 percent by 2025.
  - Increase efforts to recruit and retain faculty that reflect the diversity of the state.
- 1.6 Encourage increased collaboration between education and business partners to provide students more opportunities for career exploration that will lead to improved completion and placement rates.

# Affordability

## **Goal 2: Missouri will rank among the 10 most affordable states in which to obtain a postsecondary degree or certificate by 2025.**

While tuition increases at Missouri's public colleges and universities have ranked among the lowest in the nation for the past several years, students continue to cite affordability as the number one reason they do not attend college or complete a post-secondary credential.

Currently, in-state tuition in Missouri – as a percentage of median family income – ranks 13<sup>th</sup> lowest in the nation for public four-year universities, 16<sup>th</sup> lowest for community colleges and 24<sup>th</sup> lowest for independent four-year institutions.

Limited state funding for higher education has impacted college affordability in Missouri. In 2013, higher education funding per full-time student in Missouri was \$4,655, compared to the national average of \$6,172. From 2000 to 2013, state funding per full-time student decreased by more than \$1,400.

State financial aid has not kept up with need, although significant investments have been made to the Access Missouri Grant, Bright Flight Scholarship and A+ Scholarship programs. The state's only grant based on student financial need has been underfunded for a number of years, ranking Missouri 33<sup>rd</sup> among all states in providing need-based aid to students.

Increased investment in postsecondary education, improving the efficiency of the state's higher education system, and refining the administration of state financial aid programs could help make college more affordable for students in Missouri.

### **Strategies for keeping college affordable:**

- 2.1 *Convene a new state student financial aid task force that includes representation from the governor, the Missouri General Assembly and all postsecondary education sectors to make recommendations for making the system more balanced, responsive and efficient in the use of state funds devoted to financial aid.*

In developing its recommendations, the task force should evaluate the effectiveness of current programs, the balance between need-based and merit-based support for students, and the alignment of financial aid programs with identified state goals. The task force also should study the need for new or substantially revised existing programs designed to cover the cost for up to the first two years of postsecondary education at public community colleges and significantly reduce the tuition cost for students at all institutions, as well as incorporating sufficient

flexibility and inclusiveness to respond to a variety of enrollment options, including online programs and early college courses for high school students.

- 2.2 Form a public-private partnership to administer a robust state-level work-study program designed to provide real-world job experience and promote skill development, including “essential skills” that are highly sought after in the workplace and in life.
- 2.3 Study the establishment of an “emergency aid” program for students experiencing sudden and unforeseen issues with financing costs beyond tuition and fees that threaten their ability to stay in school. Adopt best practices for establishing such programs at the institutional level.
- 2.4 Establish a Higher Education Trust Fund to create a stable, dedicated mechanism for making earlier student financial aid decisions consistent with the college cycle of applications, acceptance letters and financial aid award announcements. The trust fund would enable the governor and the Missouri General Assembly to set aside appropriated funds on a fiscal schedule that would make the financial aid award programs more efficient and predictable for students and families.
- 2.5 Develop a web-based student portal designed to serve as a one-stop shop for information about higher education, including state student aid eligibility, transfer and articulation, a student/workplace matching site, and other information to assist students and families with making higher education decisions that are academically and financially appropriate.
- 2.6 Support initiatives to fund public higher education sufficiently to move “per full-time-equivalent student” funding to the national average.
- 2.7 Enlist private sector support to develop a public information campaign that emphasizes the necessary role families play in financing the cost of postsecondary education for their children. The campaign should highlight the tools available to assist them in meeting that challenge, including MOST (Missouri’s 529 savings program), financial literacy programs and available sources of student financial assistance.
- 2.8 Recommend best practices for streamlining and/or combining common institutional functions across multiple public institutions in such areas as purchasing, human resources and IT systems, and develop a mechanism to highlight institutional progress in improving efficiencies, as evidenced by the costs paid by students and families and the effective use of institutional support and financial assistance dollars.

# Quality

## **Goal 3: Missouri will produce graduates with high-quality postsecondary degrees and certificates that are valuable and relevant to individuals, employers, communities and the state.**

Students should graduate from postsecondary education with a high-quality postsecondary degree or certificate that is valuable and relevant and prepares them for the future.

Excellence in academic programs and skills courses is measured by student learning outcomes, or what students know when they complete a degree or certificate. Many employers and educators agree that Missouri needs more college-educated workers who have both broad knowledge and field-specific or practical experience to succeed in the 21<sup>st</sup> century economy.

The quality of postsecondary programs can be enhanced through improving learning assessment methods and using the results to improve teaching, providing more hands-on and field-tested learning opportunities, and structuring postsecondary certificates so they are “stackable” and lead to further education and degree attainment as workers progress through their careers.

If Missouri is to achieve its higher education goals for growth and development, it will have to provide highly effective and efficient career and technical education (CTE) statewide; however, at present CTE in Missouri is balkanized. Some CTE occurs at the high-school level, through 57 Career and Technical Centers, and some is delivered through the state’s community colleges and state technical college.

### **Strategies to achieve quality and excellence:**

- 3.1 *Encourage strong business-education partnerships to increase opportunities for students to engage in more individualized or “hands-on” learning experiences, such as unpaid and paid internships with business and industry, faculty-directed research, young entrepreneurship programs, service-learning and study abroad experiences.*
- 3.2 *Pursue establishment of a statewide independent non-profit P-20 council to align public policies and partners, collaborate with regional P-20 partnerships and inform key advocates of a seamless and functional system of education that redounds to the benefit of students and the greater good of society, in accordance with the intent of Section 160.800, RSMo.*
- 3.3 *Support a blue ribbon third-party review of Missouri’s postsecondary education system, including existing governance and regulatory structures, efficiency, missions, adequacy of funding and selectivity policy to assess how effectively the system is meeting the needs of stakeholders and make recommendations as appropriate.*

- 3.4 Encourage colleges and universities to enable faculty to achieve success in learning outcomes by maintaining the appropriate balance between full-time and contingent faculty and providing all faculty with appropriate professional development, expanded learning support and updated teaching resources, including technical support.
- 3.5 Support collaboration between the Missouri Department of Higher Education and colleges and universities to achieve higher levels of student learning outcomes through better assessment and more extensive use of assessment results. The ground work for this has been laid through Multistate Collaborative to Assess Student Learning Outcomes (MSC) initiative and the English Pilot Project (EPP).
- 3.6 Conduct a comprehensive review of Missouri's current system of career and technical education to affirm strengths and identify areas to improve efficiency and effectiveness. Review participants should include at a minimum the state departments of elementary and secondary education, higher education and economic development; public school districts; community colleges; and the state technical college.

## **Research and Innovation**

### **Goal 4: Missouri will be a top 10 state for investment in academic research by 2025.**

With flagging investment and evolving global markets, the United States must double down on research to remain competitive. Missouri is in a position to help lead a national resurgence in research.

Missouri has built one of the strongest business-sector research engines in America's knowledge-intensive economy, ranking 10<sup>th</sup> for business-led research investment; however, the state currently ranks 18<sup>th</sup> in the nation for academic research investment. In 2010, approximately \$944 million in research expenditures separated Missouri from ranking among the top 10 states.

Cutting-edge research at higher education institutions is essential to Missouri's economic growth. The University of Missouri and Washington University in St. Louis, among others, are adept at the task of taking research innovations to market. Success depends on sophisticated management and business acumen to develop a business model, raise capital and complete the transition to the marketplace.

Expanding Missouri's university-based research efforts will provide more students with valuable experience in the high-demand STEM fields and help boost Missouri's overall economic vitality.

## **Strategies to support increased research and innovation:**

- 4.1 *Foster an entrepreneurship culture by encouraging the integration of entrepreneurial internships, mentorships, community partnerships, projects, collaborative programs and incubators, and interdisciplinary and inter-institutional engagement into conventional academic pathways.*
- 4.2 *Create a pooled state and private sector matching fund to assist Missouri's colleges and universities in successfully pursuing federally sponsored research grants. A standing matching fund would better enable the state's researchers to "get in the game" when competing with other states for time-sensitive research grants.*
- 4.3 Encourage collaboration between business and university sectors through flexible policies regarding IP ownership, especially IP arising from industry-funded research.
- 4.4 Develop a faculty-led research portal that connects researchers across institutions and departments whose diverse expertise, projects and resources may present opportunities for collaboration and greater access to federal, state, and private-sector research funding.
- 4.5 Coordinate statewide training events to help faculty and researchers navigate the process of technological and idea transfer from university laboratories to the marketplace.
- 4.6 Encourage incentives and recognition for university faculty and researchers who successfully transition laboratory innovations to publicly available products and services.

## **Investment, Advocacy and Partnerships**

### **Goal 5: Missouri will promote greater investment in a culture of postsecondary education through increased advocacy and powerful partnerships with education, business, government and communities.**

Reaching Missouri's higher education goals will require unprecedented public support, investment and collaboration among education, business and community leaders. Increasing postsecondary education attainment is a top priority for the Missouri Department of Economic Development, the Hawthorn Foundation and the Missouri Chamber of Commerce and Industry.

The path to success runs through postsecondary education. Yet many of the best jobs in high-demand fields remain vacant due to a lack of qualified candidates, thus slowing economic growth.

While Missouri's investment in higher education declined for more than a decade, state funding has taken a positive turn in recent years. A statewide performance measurement program rewards progress on measurable goals. State financial aid programs have received boosts, although the increases have not kept up with increased demand. Missouri must do a better job of preparing individuals, including those in the state's poorest rural and urban areas, for the competitive job market of the future. The challenge lies in attracting students to higher education and keeping them in the real or virtual classroom until they have finished a program of study.

In this context, viable state and regional partnerships are essential to the state's ability to transition more quickly to a college-going culture that can sustain significant growth and prosperity for all Missouri citizens. The groundwork has been laid for further collaboration among key partners – regional P-20 councils, business/education coalitions and innovation partnerships, state agencies, public school districts and community leaders. Participants in the coordinated planning process agreed that more leadership, communication and a sense of urgency is needed to bring these strategies to scale.

## **Strategies for building a stronger culture of education and skill training through investments, advocacy and powerful partnerships:**

5.1 *Develop powerful partnerships with education, business, government and communities to strengthen the case for a strong system of higher education in Missouri. Tactics:*

- *Form a Missouri Business and Education Coalition to advance a public agenda focused on education, skill training and jobs.*
- *Develop a broad-based communication strategy to promote a culture of educational attainment among our young people and their families and foster a sense of urgency about the need to make the hard investment decisions that will lead to quality educational opportunities for all. Seek private -sector support for the initiative.*

5.2 Incent the private sector to provide broad support for initiatives that offer practical experience, mentoring programs and career advising. Tactics:

- Fund innovation grants to support programs geared to meet state needs in the areas of educational attainment and skills training.
- Expand and enhance partnerships between postsecondary institutions and business and industry for delivering customized employer training and onsite workforce training.
- Engage employers to be mentors in the classroom and increase the number of students exposed to the workplace through paid internships, job shadowing, work study and other means. Develop pathways programs, such as the Missouri Innovation Campus or Pathways to Prosperity.
- Support private-sector funding of ongoing credentialing and the scaffolding of credentials.