

# **Coordinating Board for Higher Education**

## **Agenda of Meeting**

**9:00 a.m.**  
**Thursday**  
**April 4, 2013**

**Truman State Office Building**

**COORDINATING BOARD FOR HIGHER EDUCATION**

**Dalton Wright**, Chair, Conway

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

**Brian Fogle**, Secretary, Springfield

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

**Carolyn Mahoney**, Jefferson City

TIME: 9:00 a.m.  
Thursday, April 4, 2013

PLACE: Truman State Office Building  
Room 490/492  
Jefferson City, MO

# Schedule of Events April 3-4, 2013

## Wednesday, April 3, 2013

Noon – 2:00 p.m.

### **Governors Awards Luncheon**

Columns Ballroom  
Reynolds Alumni Center  
University of Missouri – Columbia

4:15 p.m. – 6:15 p.m.

### **CBHE Work Session**

Capitol Plaza Hotel  
415 W. McCarty St.  
St. Louis Room  
Jefferson City, MO 65101

6:30 p.m. – 8:30 p.m.

### **CBHE Dinner**

[Arris Bistro](#)  
409 W. Miller St.  
Jefferson City, MO 65101

**Guest – Robert Mendenhall**, President, Western Governors University

**Guest – Mike Randerson**, Vice President for Adult Higher  
Education, Columbia College

## Thursday, April 4, 2013

9:00 a.m. – 12:00 p.m.

### **CBHE / PAC Meeting**

Harry S. Truman State Office Building  
301 West High Street  
Room 490/492  
Jefferson City, MO 65101

Individuals needing special accommodations relating to a disability should contact Jessica Schwartz, at the Missouri Department of Higher Education, 205 Jefferson Street, P. O. Box 1469, Jefferson City, MO 65109 or at (573) 751-2361, 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. Albert L. Walker, President  
Harris-Stowe State University

Dr. Connie Hamacher, Interim President  
Lincoln University

Dr. Bruce Speck, President  
Missouri Southern State University

Mr. Clif Smart, President  
Missouri State University

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

Dr. Robert Vartabedian, President  
Missouri Western State University

Dr. John Jasinski, President  
Northwest Missouri State University

Dr. Ken Dobbins, President  
Southeast Missouri State University

Dr. Troy Paino, President (PAC Chair)  
Truman State University

Dr. Charles Ambrose, President  
University of Central Missouri

Mr. Timothy Wolfe, President  
University of Missouri

Dr. Brady Deaton, 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. Alan Marble, 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. Evelyn Jorgenson, 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. Myrtle Dorsey, Chancellor  
St. Louis Community College

Dr. Marsha Drennon, President  
State Fair Community College

Dr. Devin Stephenson, President  
Three Rivers Community College

**Public Two-year Technical College**

Dr. Donald Claycomb, President  
Linn State Technical College

(PAC Vice-Chair)

### **Independent Four-year Colleges and Universities**

Dr. James Evans, President  
Lindenwood University

Dr. Marianne Inman, President  
Central Methodist University

Dr. Ron Slepitz, President  
Avila University

Dr. Mark S. Wrighton, Chancellor  
Washington University

Four-year alternate:

Dr. Gerald Brouder  
Columbia College

### **Independent Two-year Colleges**

Col. William Sellers, President  
Wentworth Military Academy and Junior College

Two-year alternate:

Dr. Judy Robinson Rogers, President  
Cottey College

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### **Association Chairs**

**COPHE** - Dr. Brady Deaton, Chancellor, University of Missouri-Columbia

**MCCA** - Ms. Debbie Goodall, President, Metropolitan Community College's Business and Technology Campus

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

COORDINATING BOARD FOR HIGHER EDUCATION

April 4, 2013 – 9:00 a.m. – 12:00 p.m.

Harry S. Truman State Office Building

Room 490/492

Jefferson City, MO

**AGENDA**

<b>Agenda Item Description</b>	<b>Tab</b>	<b>Presenter</b>
<b>General Business</b>		
<b><u>Action</u></b>		
1. Review Consent Agenda		
a. February Board Meeting Action Items		
• Minutes of the December 6, 2012 CBHE Meetings		
• Distribution of Community College Funds		
• Revision of 6 CSR 10-3.010 Determination of Student Residency		
• Capital Funding Match		
• Academic Program Actions		
• Fees charged to Out-of-State Public Institutions		
• American College Application Campaign		
b. Distribution of Community College Funds	A	Leroy Wade
<b>Report of the Commissioner</b>		David Russell
<b>Presidential Advisory Committee</b>	<b>Troy Paino, Chair</b>	
<b><u>Information</u></b>		
1. 2013 Legislative Session and Budget Update	B	Leroy Wade
2. Distance and On-Line Education		
a. Western Governors University		Robert Mendenhall
b. Columbia College		Mike Randerson
c. University of Missouri-Columbia		Jim Spain
3. Developmental Education Survey Update	C	Rusty Monhollon
<b>Budget and Financial Aid Committee</b>	<b>Brian Fogle, Chair</b>	
<b><u>Information</u></b>		
1. Student Loan Program	D	Leanne Cardwell
2. Joint Committee on Education Funding Model	E	Leroy Wade
<b>Academic Affairs and Workforce Needs Committee</b>	<b>Betty Sims, Chair</b>	
<b><u>Action</u></b>		
1. Academic Program Actions	F	Rusty Monhollon
2. Revised Language for Transfer Credit Guidelines	G	Rusty Monhollon
<b><u>Information</u></b>		
1. Proprietary School Certification Actions and Reviews	H	Leroy Wade
2. High School Graduates' Performance Report	I	Rusty Monhollon
3. Improving Teacher Quality Grant Update	J	Rusty Monhollon
4. COTA Update	K	Rusty Monhollon
5. Update on Implementation of HB 1042	L	Rusty Monhollon
<b>Audit Committee</b>	<b>Betty Sims, Chair</b>	
<b><u>Information</u></b>		
1. Single Audit		Leanne Cardwell/ Bill Thornton

COORDINATING BOARD FOR HIGHER EDUCATION

April 4, 2013 – 9:00 a.m. – 12:00 p.m.

Harry S. Truman State Office Building

Room 490/492

Jefferson City, MO

**External Relations Committee**

**Carolyn Mahoney, Chair**

**Information**

1. Governing Board Event

David Russell

**General Business**

**Information**

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

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**Action**

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

**COORDINATING BOARD FOR HIGHER EDUCATION  
MINUTES OF MEETING  
February 7, 2013**

The Coordinating Board for Higher Education met on Thursday, February 7, 2013, at the Truman State Office Building, Jefferson City, MO. Chairman Wright called the meeting to order at 9:10 a.m. The presence of a quorum was **not** established.

	<b>Present</b>	<b>Absent</b>
Brian Fogle	X	
Lowell Kruse	X	
Betty Sims	X	
Dalton Wright	X	

**CONSENT AGENDA**

The Consent Agenda will be voted on at a later date once a quorum has been established.

Since a quorum could not be established a conference call will be held as soon as possible to vote on the following action items. However, following is a brief summary of the discussions that took place at the open meeting.

**BUDGET AND FINANCIAL AID COMMITTEE**

**Revision of 6 CSR 10-3.010 Determination of Student Residency**

No comments or questions were raised. President Dobbins reminded us that individuals can use state taxes they pay in Missouri to offset against the fees, there is state statute that allows this.

**Capital Funding Match**

The state cannot bond to put money in the fund. Once the board is able to approve this agenda item applications will be accepted and the approval process will begin shortly thereafter.

**ACADEMIC AFFAIRS AND WORKFORCE NEEDS COMMITTEE**

**Academic Program Actions**

Dr. Monhollon pointed out a couple of items on the Academic Program Actions. Missouri Western State University will change the address of the Northland Campus Building 4 to Building 18. The University of Missouri-Columbia has requested the CBHE rescind their proposal to inactivate the program BA, Environmental Geology approved December 2012. No official request has been received on this request.

**Fees Charged to Out-Of-State Public Information**

No comments or questions were raised.

**American College Application Week Campaign**

No board members showed any hesitation or objection to staff continuing to work on a College Application Week in Missouri. Senator Sims stated that she has experience working with different groups that could help with the campaign. Ms. Cardwell stated that the department has identified possible players from past projects they have worked on. Dr. Russell state the department is also thinking about working with high schools that the department currently works with to host FAFSA Frenzy events. Mr. Fogle pointed out that it took North Carolina about five years to go statewide with its campaign.

**EXTERNAL RELATIONS COMMITTEE**

**Governing Board Forum –**

The Governing Board Forum will take place June 10 and 11 in Jefferson City, MO at the Capitol Plaza Hotel. Details are still being worked out; additional information will be forwarded as soon as available.

The meeting was adjourned at 10:46 a.m.



**COORDINATING BOARD FOR HIGHER EDUCATION  
MINUTES OF MEETING  
December 5, 2012**

The Coordinating Board for Higher Education met on Wednesday, December 5, 2012, at the Truman State Office Building, Jefferson City, MO. Chairwoman Swan called the meeting to order at 2:10 p.m. The presence of a quorum was established with the following in attendance:

	<b>Present</b>	<b>Absent</b>
Brian Fogle	X	
Lowell Kruse	X	
Mary Beth Luna Wolf	X	
Betty Sims	X	
Kathryn Swan	X	
Dalton Wright	X	

**CONSENT AGENDA**

Items on the consent agenda included the Minutes of the September 5, 2012, CBHE meeting in Jefferson City, MO and the Distribution of Community College Funds. **Mr. Fogle made a motion to approve the consent agenda in its entirety. Ms. Sims seconded the motion. Motion passed unanimously.**

**REPORT OF THE COMMISSIONER**

No report of the commissioner was presented at this meeting.

**PRESIDENTIAL ADVISORY COMMITTEE**

**2013 Legislative Session and Budget Update**

Mr. Wagner provided the group with a brief overview of the upcoming legislative session. The 2013 session will have 52 new representatives and 12 new senators. The House now has a republican majority that allows it to be veto-proof.

**National and State Initiatives**

Dr. Monhollon provided an update on the various recently award grants to the Department of Higher Education. These grants will be used in: common core; developmental students; transfer library and reverse transfer. In addition, Debbie Schatz, Assistant Director of Admissions for MS&T and Jean McCann, Vice President for Instruction at ECC provided the group with a firsthand account of developing a reverse transfer agreement, which they believe could be used as a basis for a statewide model.

**BUDGET AND FINANCIAL AID COMMITTEE**

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

**Guaranty Agency**

Mr. Wagner and Ms. Cardwell went over the board item and explained the need for the two separate votes.

The following recommendation was read **“It is recommended that the CBHE authorize a one-time transfer of an amount not to exceed \$1 million from the guaranty agency operating fund to the A+ Scholarship Program for FY13.”**

**Mr. Fogle made a motion to approve the recommended action. Ms Sims seconded the motion. The following votes were recorded:**

	<b>Yea</b>	<b>Nay</b>
Brian Fogle	X	
Lowell Kruse	X	
Mary Beth Luna Wolf		X
Betty Sims	X	
Kathryn Swan	X	
Dalton Wright	X	

The following recommendation was read **“It is further recommended that the CBHE authorize a one-time transfer of an amount not to exceed \$4 million from the guaranty agency operating fund to the A+ Scholarship Program for FY14.”**

Ms. Luna Wolf asked that we look at individuals that have graduated and have student debt they are struggling with to see if there are ways this money could be used to help these individuals instead of the budget.

**Motion was made by Wright to approve the recommended action. Ms. Sims seconded the motion. The following votes were recorded:**

	<b>Yea</b>	<b>Nay</b>
Brian Fogle	X	
Lowell Kruse	X	
Mary Beth Luna Wolf		X
Betty Sims	X	
Kathryn Swan	X	
Dalton Wright	X	

**Revision of the A+ Administrative Rule**

Mr. Wade provided the board and its guests with background information about the revisions to the A+ Administrative Rule. The revisions have been reviewed by MCCA and its members and a consensus was finally reached on the following rules.

## Chapter 2--Student Financial Assistance Program

### PROPOSED AMENDMENT

#### 6 CSR 10-2.190 A+ Scholarship Program

*PURPOSE: This rule sets forth the policies of the Coordinating Board for Higher Education regarding institutional and student eligibility for student financial assistance under the A+ Scholarship program.*

(1) Definitions.

(A) Academic year shall be twenty-four (24) semester or trimester credit hours, thirty-six (36) quarter credit hours, or nine hundred (900) clock hours, and at least thirty (30) weeks of instructional time for a credit hour program or at least twenty-six (26) weeks of instructional time for a clock hour program.

(B) A+ Scholarship shall mean the tuition reimbursement program set forth in subsections 7. through 9. of section 160.545, RSMo.

(C) A+ tuition reimbursement shall mean an amount of money paid by the state of Missouri to a qualified student under the A+ Scholarship for costs related to tuition, general fees, and up to fifty percent (50%) of book costs, subject to state appropriations, after federal sources of funding have been applied.

(D) Award year shall be from July 1 of any year through June 30 of the following year.

(E) CBHE shall mean the Coordinating Board for Higher Education created by section 173.005.2., RSMo.

(F) Department shall mean the Department of Higher Education created by section 173.005.1., RSMo.

(G) Federal sources of funding shall mean grant funds made available directly to students by the federal government and shall not include any funds that must be repaid or work-study funds.

(H) Full-time student shall mean a student who, regardless of the course delivery method, is enrolled in at least twelve (12) semester hours, eight (8) quarter hours, **twenty-four (24) clock hours per week**, or the equivalent in another measurement system[, *but*] **for the fall and spring terms or at least six (6) semester hours, twenty-four (24) clock hours per week, or the equivalent in another measurement system for the summer term.** A student may not be enrolled in less than the respective number sufficient to secure the certificate or degree toward which the student is working in no more than the number of semesters or their equivalent normally required by the institution for the program in which the student is enrolled. Provided, however, that an otherwise eligible student having a disability as defined by Title II of the Americans with Disabilities Act (42 U.S.C. 12101–12213) who, because of his or her disability, is unable to satisfy the statutory minimum requirements for full-time status under federal student financial aid programs included in Title IV of the Higher Education Act of 1965 shall be considered to be making satisfactory academic progress[, *as defined in subsection (1)(P) of this rule.*] while carrying a minimum of six (6) credit hours or their equivalent at the approved institution.

(I) Good-faith effort to secure all federal sources of funding that could be applied to tuition reimbursement shall mean, by the deadline established by the department, being eligible to complete and completing the federal need-based aid application form as prescribed by the United States Department of Education (USDE). For students whose parents refuse to provide financial information, the application form must, at a minimum, include the dependent student's financial information. For students attending institutions that do not participate in the federal Title IV student financial aid programs, completion of the predictor tool for federal Title IV student financial aid eligibility approved by the USDE is acceptable.

(J) His, him, or he shall apply equally to the female as well as the male sex where applicable in this rule.

(K) Initial recipient shall mean a student who qualifies under subsection 7. of section 160.545, RSMo, and this rule, and who has made a good faith effort to secure all federal sources of funding that could be applied to tuition reimbursement, and has not received A+ tuition reimbursement in any prior award year.

(L) Participating institution shall mean a Missouri public community college, a public vocational or technical school, or a two (2)-year private vocational or technical school meeting the requirements set forth in subsection 9. of section 160.545, RSMo, that has entered into a participation agreement for the A+ Scholarship program with the department.

(M) Partnership shall mean a written agreement between two (2) or more institutions, at least one (1) of which must be an A+ participating institution, providing for the processing and delivery of A+ tuition reimbursement.

(N) Renewal recipient shall mean a student who received A+ tuition reimbursement, **or whose A+ award was reduced to zero upon application of federal sources of funding**, in a prior award year, qualifies under subsection 7. of section 160.545, RSMo, and who has made a good faith effort to secure all federal sources of funding that could be applied to tuition reimbursement.

(O) Repeat coursework shall be any coursework for which the student has been assigned a grade under the institution's standard grading policy, excluding coursework for which the student was placed in an incomplete or withdrawn status, in a previous term.

*[(P) Satisfactory academic progress shall be a cumulative grade point average (CGPA) of at least two and one-half (2.5) on a four-point (4.0) scale, or the equivalent on another scale, and, with the exception of grade point average, as otherwise determined by the participating institution's policies as applied to other students at the participating institution receiving assistance under federal Title IV student financial aid programs. The calculation of CGPA shall be based on the participating institution's policies as applied to other students in similar circumstances.]*

*[(Q)]*(P) Tuition and fees shall mean any charges to students classified as tuition and any institutional fees charged to all students, excluding program-specific fees.

*[(R)]*(Q) USDE shall mean the United States Department of Education.

## (2) Responsibilities of Participating Institutions.

(A) Only institutions who have entered into a participation agreement with the department may receive reimbursement under the A+ Scholarship program.

(B) Participating institutions shall meet the following requirements:

1. Before requesting reimbursement for an initial recipient, verify the following:

A. The student has met the eligibility requirements listed in section (3) of this rule through collection of a high school transcript bearing the official A+ seal;

**B. The student has met the institution's definition of satisfactory academic progress, including any GPA requirement included as part of that definition;**

*[B.]C.* The *[eligible]* student is enrolled as a full-time student, except as provided in subsection (1)(H) of this rule; and

*[C.]D.* The student has made a good faith effort to secure all federal sources of funding that could be applied to tuition reimbursement, except as provided in subsection (1)(I) of this rule;

2. Before requesting reimbursement for a renewal recipient, verify the following:

A. The *[eligible]* student is enrolled as a full-time student, except as provided in subsection (1)(H) of this rule;

**B. The student has met the cumulative grade point average (CGPA) and satisfactory academic progress requirements referenced in paragraph (3)(B)2. of this rule; and**

*[B.]C.* The student has made a good faith effort to secure all federal sources of funding that could be applied to tuition, except as provided in subsection (1)(I) of this rule; *and*].

*[C. The student is maintaining satisfactory academic progress;]*

3. Comply with the institutional responsibilities required in 6 CSR 10-2.140(5), with the exception of 6 CSR 10-2.140(5)(A)5.; and

4. Verify federal sources of funding are applied correctly to tuition, general fees, and up to fifty percent (50%) of book costs as specified in subsection (4)/(K)/(N) of this rule.

(C) Partnerships must comply with the following:

1. Reimbursement will only be made to A+ participating institutions;

2. Reimbursement will only be made for coursework actually delivered by a participating institution;

3. Reimbursement may be requested by only one (1) participating institution as specified in the agreement and must be at a tuition rate consistent with the rate charged to other students enrolled in the course;

4. When a partnership includes only one (1) A+ participating institution, the student must be considered to be enrolled full time at the participating institution;

5. When two (2) or more A+ participating institutions are involved in a partnership, students must be enrolled in sufficient hours at a combination of the participating institutions to be considered to be enrolled full time as defined in this rule; *[and]*

6. Institutions entering into partnerships must provide to the department any requested documentation pertaining to the processing and delivery of A+ tuition reimbursements.

(3) Eligibility Policy.

(A) To qualify for A+ tuition reimbursement, an initial recipient must meet the following criteria:

1. Meet the requirements set forth in subsection 7. of section 160.545, RSMo;

2. Be a U.S. citizen, permanent resident, or otherwise lawfully present in the United States, in accordance with section 208.009, RSMo;

3. Enter into a written agreement with the A+ designated high school prior to high school graduation;

4. Graduate from an A+ designated high school with an overall grade point average of at least two and one-half (2.5) on a four-point (4.0) scale, or the equivalent on another scale;

5. Have at least a ninety-five percent (95%) attendance record overall for grades nine through twelve (9–12);

6. Have performed fifty (50) hours of unpaid tutoring or mentoring, of which up to twenty-five percent (25%) may include job shadowing;

7. Beginning with the high school senior class of 2015, *[have achieved a score of proficient or advanced on the official Algebra I end-of-course exam or complete the first semester at a postsecondary institution with a minimum of twelve (12) hours or the equivalent and a two and one-half (2.5) grade point average prior to receiving A+ tuition reimbursement;]* **meet one of the following, unless the A+ school district has met all of the Department of Elementary and Secondary Education's requirements for waiver of the Algebra I End of Course exam for the recipient:**

**A. Have achieved a score of proficient or advanced on the official Algebra I end-of-course exam, or a higher level DESE approved end-of-course exam in the field of mathematics; or**

**B. Have achieved a qualifying score, as established annually by the CBHE, on the COMPASS exam published by ACT, Inc. or the mathematics component of the ACT test as a high school or postsecondary student. Institutions must collect official documentation of the qualifying score from ACT, Inc. from postsecondary students;**

8. Have maintained a record of good citizenship and avoidance of the unlawful use of drugs and/or alcohol;

9. Be admitted as a regular student and enroll in and attend on a full-time basis a participating institution, except that students in the following circumstances may be enrolled less than full time:

A. The student is enrolled in all of the available hours applicable to his program of study in a given term;

B. The student is participating in a required internship; or

C. The student is enrolled in prerequisite courses that do not require full-time enrollment;

10. Not be enrolled or intend to use the award to enroll in a course of study leading to a degree in theology or divinity; *[and]*

11. Not have a criminal record preventing receipt of federal Title IV student financial aid<sup>[.]</sup>; **and**

**12. Meet the institution's definition of satisfactory academic progress, including any GPA requirement included as part of that definition.**

(B) To qualify for tuition reimbursement under the A+ Scholarship program, a renewal recipient must meet the following criteria:

1. Be admitted as a regular student and enroll in and attend on a full-time basis a participating institution, except that students in the following circumstances may be enrolled less than full time:

A. The student is enrolled in all of the available hours applicable to his program of study in a given term;

B. The student is participating in a required internship; or

C. The student is enrolled in prerequisite courses that do not require full-time enrollment;

2. Maintain *[satisfactory academic progress]* a **cumulative grade point average (CGPA) of at least two and one-half (2.5) on a four-point (4.0) scale, or the equivalent on another scale, and, with the exception of grade point average, maintain satisfactory academic progress as determined by the participating institution's policies as applied to other students at the participating institution receiving assistance under federal Title IV student financial aid programs. The calculation of CGPA shall be based on the participating institution's policies as applied to other students in similar circumstances;** and

3. Make a good-faith effort to secure all federal sources of funding that could be applied to tuition before the award is disbursed but no later than the deadline established by the CBHE.

(C) The department will review written appeals of its eligibility policy in the following circumstances:

1. The student failed to make a good-faith effort to secure all federal sources of funding that could be applied to tuition; or

2. The student failed to meet the grade point average requirement as a result of a documented medical reason.

(4) Award Policy.

(A) A+ tuition reimbursement for institutions with credit-hour programs shall occur each semester within one (1) award year.

(B) A+ tuition reimbursement for institutions with clock-hour programs shall be made in installments determined by the department annually.

(C) Student eligibility for the A+ Scholarship expires at the earliest of the following, except a student who is eligible at the beginning of a term may receive A+ tuition reimbursement for the full term in which the expiration criterion is met:

1. Forty-eight (48) months after *[completion of high school coursework]* **high school graduation as documented on the high school transcript;**

2. Receipt of an associate's degree; or

3. Completion of one hundred five percent (105%) of the hours required for the program in which the student is currently enrolled.

A. **For a student seeking a first certificate or degree,** *[C]* calculation of the one hundred five percent (105%) shall include:

(I) All known hours completed at any participating A+ institution, including those earned as part of coursework designated as remedial or developmental; and

(II) All hours accepted in transfer by an A+ participating institution from an institution that is ineligible for A+ participation.

B. **For a student seeking a first certificate or degree,** *[C]* calculation of the one hundred five percent (105%) shall not include *[the following]*:

(I) Postsecondary hours earned for work performed before high school graduation. Such hours shall include, but not be limited to, those earned through dual credit, dual enrollment, technical education articulation, Advanced Placement, or international baccalaureate programs; and

(II) Hours earned at a postsecondary institution that is ineligible for A+ participation that are not accepted in transfer by an A+ participating institution.

**C. For a student who has received a postsecondary certificate and enrolls in a program leading to a related, higher-level certificate or degree, calculation of the one hundred five percent (105%) shall include:**

**(I) All hours that are applied toward the related, higher-level program; and**

**(II) All known hours completed after receipt of the most recent certificate at any participating A+ institution, including those earned as part of coursework designated as remedial or developmental; and**

**(III) All hours completed after receipt of the most recent credential that are accepted in transfer from an institution that is ineligible for A+ participation.**

**D. For a student who has received a postsecondary certificate and enrolls in a program leading to a related, higher-level certificate or degree, calculation of the one hundred five percent (105%) shall not include:**

**(I) Postsecondary hours earned for work performed before high school graduation. Such hours shall include, but not be limited to, those earned through dual credit, dual enrollment, technical education articulation, Advanced Placement, or international baccalaureate programs; and**

**(II) All hours that are not applied toward the related, higher-level program; and**

**(III) All hours completed at an institution that is ineligible for A+ participation after receipt of the most recent certificate that are not accepted in transfer by an A+ participating institution.**

(D) If an initial recipient is unable to enroll or a renewal recipient ceases attendance for the purpose of providing **active duty** service in any branch of the armed forces of the United States, the eligibility of the student **under paragraph (4)(C)1 of this rule that remains** will be *[extended]***deferred** for the period of the service as documented on the student's DD214 form. *[and all remaining eligibility will be retained if the]* **The student** *[returns]***must return** to full-time status, **or qualify for an exception to the full-time status requirement**, within twelve (12) months of the end of military service and *[provides]***provide** verification to the department that the military service was satisfactorily completed **to retain eligibility**. **Calculation of the twelve (12) months will begin on the first of the month following the student's discharge from service. The recipient's eligibility under paragraph (4)(C)1 of this rule that remains will be calculated from the first day of the month following the student's return to full-time status or other qualifying enrollment.**

**(E) For a student concurrently seeking more than one certificate or degree, reimbursement will be made to and the calculation of the one hundred and five percent (105%) eligibility limit will be made by the institution providing the highest outcome, unless the student provides written notification specifying otherwise to all institutions in which he is enrolled.**

*[(E)]***(F)** Reimbursement will be as specified for the following categories of coursework:

1. Completed coursework<sup>[, including remedial coursework,]</sup> for which a grade is assigned under the institution's standard grading policy, **including remedial coursework and coursework assigned a grade of Incomplete**, and that is required by the institution for the completion of a certificate or degree will be reimbursed<sup>[. The amount of reimbursement paid for coursework for which a standard grade was not assigned, including coursework for which the student was placed in an incomplete or withdrawn status, will be deducted from subsequent reimbursement requests for the student];</sup>

2. <sup>[Repeat coursework will not be reimbursed; and]</sup> **Coursework for which a standard grade was not assigned, including coursework from which the student officially or unofficially withdrew, or was terminated, is not eligible for reimbursement. Institutions can use any of the following options to adjust a student's award amount to meet this requirement:**

**A. Deduct the amount reimbursed for such coursework from subsequent reimbursement requests;**

**B. Omit such coursework from the current reimbursement request; or**

**C. Return the amount reimbursed for such coursework in accordance with subsection 6 CSR 10-2.140(5)(C);**

3. <sup>[Coursework that is part of a higher level certificate or a degree that is taken after receipt of a certificate will be reimbursed provided that the certificate or degree is in a field related to the original certificate received.]</sup>**Repeat coursework will not be reimbursed; and**

**4. Coursework that is part of a higher level certificate or a degree that is taken after receipt of a certificate will be reimbursed provided that the certificate or degree is in a field related to the original certificate received.**

**(G) For a student that fully establishes eligibility by achieving a qualifying score on the COMPASS exam published by ACT, Inc. or the mathematics component of the ACT test as a postsecondary student, reimbursement may be made for the term in which the student achieves the qualifying score provided the student has established such eligibility prior to the institution's submission of the reimbursement request to the department.**

*[(F)]***(H)** The amount of the A+ tuition reimbursement must be calculated based on the remaining costs of actual tuition and fees after any federal sources of funding have been applied and any deductions have been made for reimbursement of coursework for which a standard grade was not assigned, including coursework <sup>[for which the student was placed in an incomplete or withdrawn status]</sup> **from which the student officially or unofficially withdrew, or was terminated.**

**(I) The amount of an A+ reimbursement must be reduced by the amount of any federal sources of funding received by or on behalf of an initial or renewal recipient and, when applicable, any adjustments required in (4)(F)2.**

*[(G)]***(J)** The amount of the A+ tuition reimbursement is subject to legislative appropriation.

*[(H)]***(K)** If the appropriated funds exceed the amount necessary to fund tuition and fees, up to fifty percent (50%) of book costs may be reimbursed.

*[(I)]***(L)** If insufficient funds are available to pay all eligible students the full amount of tuition and fees calculated in subsection (4)<sup>[*[(F)]*]</sup>**(H)** of this rule, the department may take any of the following measures to address the shortfall in order to ensure the A+ reimbursement does not exceed the appropriation:

1. Reduce the number of hours eligible for reimbursement; or
2. If projections indicate that the measure cited above is inadequate to address the funding shortfall, the department shall, as soon as may practicably be accomplished, make available for public comment a plan containing at least two (2) options to ensure that total A+ reimbursements do not exceed the appropriation. Such plan shall be distributed to all participating institutions and the department shall accept public comments on the plan for no less than thirty (30) days before publication in a CBHE board book. No plan for accommodating the additional shortfall shall be approved before it has been on the agenda of a regularly scheduled CBHE meeting and an opportunity for public comment at the CBHE meeting has been provided.

~~[(J)](M)~~ The hourly tuition rate used to calculate the A+ tuition reimbursement shall not exceed the published standard per credit hour tuition rate charged by Linn State Technical College.

1. Institutions with high need programs that have tuition charges above this limit may apply to the department for a waiver of this requirement on a program-by-program basis.
2. The federal credit hour to clock hour conversion calculation will be applied to institutions with clock hour programs.

~~[(K)](N)~~ Financial aid must be applied to tuition and general fees in the following order:

1. First, all available federal sources of funding; and
2. Second, A+ tuition reimbursement.

~~[(L)](O)~~ Award amounts may be increased or decreased at the department's discretion based on availability of funds for distribution during the award year.

~~[(M)](P)~~ A student who has been denied A+ tuition reimbursement for lack of satisfactory academic progress may not receive another A+ tuition reimbursement until the enrollment period after the applicable standard has once again been met.

~~[(N)](Q)~~ No A+ tuition reimbursement will be made retroactive to a previous award year. An A+ tuition reimbursement will be made retroactive to a previous semester or payment period only upon the sole discretion of the department.

~~[(O)](R)~~ A+ tuition reimbursement will be made only after institutional certification of the student's eligibility and the amount of the A+ tuition reimbursement.

~~[(P)](S)~~ An eligible student's failure to provide required information by the established deadlines may result in loss of the A+ Scholarship for the period covered by the deadline.

~~[(Q)](T)~~ The CBHE has the discretion to withhold payments of any A+ tuition reimbursements after initiating an inquiry into the eligibility or continued eligibility of a student or into the participation status of an institution.

~~[(R)](U)~~ An eligible student may transfer the A+ Scholarship from one (1) participating institution to another without losing eligibility for assistance, but the department shall make any necessary adjustments in the amount of the award.

(5) Information Sharing Policy. All information on an individual's A+ Scholarship application will be shared with the financial aid office of the institution to which the individual has applied, or is attending, to permit verification of data submitted. Information may be shared with federal financial aid offices if necessary to verify data furnished by state or federal governments as provided for in the Privacy Act of 1974, 5 U.S.C. sections 552, 552a.

*AUTHORITY: section 160.545, RSMo Supp. 2010\* and Executive Order 10-16, dated January 29, 2010. Original rule filed Feb. 17, 2011, effective Oct. 30, 2011.*

*\*Original authority: 160.545, RSMo 1993, amended 2002, 2008, 2009, 2010.*

Mr. Wade read the following recommendation: **“It is recommended that the Coordinating Board direct the Commissioner of Higher Education to take all actions necessary to ensure the attached proposed rulemaking becomes effective as an administrative rule as soon as possible.**

**Mr. Fogle made a motion to approve the recommended action. Ms. Luna Wolf seconded the motion. Motion passed unanimously.**

#### **AUDIT COMMITTEE**

Ms. Sims went over the finds of the recent BKD audit of the Missouri Student Loan Program. No major findings were reported.

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

Mr. Kruse chaired the Academic Affairs and Workforce Needs Committee report.

#### **Academic Program Actions**

Dr. Monhollon noted that State Fair Community College changed the location of their Clinton education center.

Dr. Monhollon read the following recommended action **“It is recommended that the Coordinating Board for Higher Education approve the program changes and new program proposals listed in the attachment.**

**Mr. Kruse made a motion to approve the recommended action. Ms. Sims seconded the motion. Motion passed unanimously.**

#### **EXTERNAL AFFAIRS COMMITTEE**

Ms. Luna Wolf chaired the External Affairs Committee report.

#### **Nominating Committee**

The Nominating Committee for the 2013 Board Officers was Lowell Kruse and Mary Beth Luna Wolf. Mr. Kruse will serve as chair.

Mr. Kruse made the following recommendation **“Dalton Wright, Chair; Betty Sims, Vice-Chair and Brian Fogle, Secretary.”**

**Mr. Kruse made the motion to approve the candidates as presented. Ms. Sims seconded the motion. Motion passed.**

#### **Proposed 2014 Meeting Dates**

The following dates were presented as dates for the 2014 CBHE meetings:

##### **Proposed 2014 Meeting Dates**

February 5-6, 2014

April 2-3, 2014

June 4-5, 2014

August 6-7, 2014 (Retreat)

September 3-4, 2014

December 3-4, 2014

**Mr. Wright made a motion to accept the dates as presented. Mr. Fogle seconded the motion. Motion passed.**

**Resolution for Kathy Swan**

Mr. Wright thanked Ms. Swan for her years of service on the board. Mr. Polley read a resolution that was presented to Ms Swan. Ms. Swan was a valued member of the board from April 2003 until December 2012.

**Mr. Wright made a motion to adjourn the meeting. Ms. Sims seconded the motion. Motion passed.**

DRAFT

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Distribution of Community College Funds  
Coordinating Board for Higher Education  
February 7, 2013

### DESCRIPTION

State aid payments to community colleges will be made on a monthly basis. All FY13 state aid appropriations are subject to a three percent governor's reserve. The Truly Agreed To and Finally Passed (TAFP) core state aid appropriations were revised to reflect an equity adjustment to the distribution formula as proposed and agreed to by the community college presidents and chancellors. Expenditure restrictions made by the governor included a one percent reduction to the revised core.

The TAFP state aid appropriation for community colleges included in House Bill 3 for FY13 is \$130,815,295, and the amount after expenditure restrictions is \$129,507,142. The amount available to be distributed (revised TAFP appropriation minus the three percent governor's reserve less expenditure restrictions) is \$125,582,685.

The payment of state aid distributions to community colleges for November and December 2012 is summarized below.

State Aid (excluding M&R) – GR portion	\$19,015,060
State Aid – Lottery portion	1,204,822
Maintenance and Repair	<u>803,381</u>
TOTAL	\$21,023,263

The total distribution of state higher education funds to community colleges during the period July 2012 through December 2012 is \$61,547,761.

### STATUTORY REFERENCE

Section 163.191, RSMo

### RECOMMENDED ACTION

Assigned to Consent Calendar

### ATTACHMENT(S)

None

Coordinating Board for Higher Education  
February 7, 2013

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Revision of 6 CSR 10-3.010 Determination of Student Residency  
Coordinating Board for Higher Education  
February 7, 2013.

### DESCRIPTION

Section 173.005 establishes one of the responsibilities of the Coordinating Board as establishing “policies and procedures for institutional decisions relating to the residence status of students.” In response to a grievance from the parent of an unemancipated minor student regarding the application of this policy, the Missouri Department of Higher Education (MDHE) reviewed whether regular presence within the state of Missouri for the primary purpose of working fulltime is enough to establish resident status in Missouri and eligibility for in-state tuition.

### Background

Through its administrative rule 6 CSR 10-3.010, the Coordinating Board and MDHE have fulfilled the obligation to provide institutions with a policy framework for determining if a student is a Missouri resident. While public institutions have the authority to make final decisions with regard to student residency, the CBHE policy in this area provides guidance and consistency for those decisions, which typically are related to whether the student is eligible for in-state tuition. In addition, several state student aid programs administered by the MDHE require eligible students to be Missouri residents. These programs reference this policy as the basis for determining whether students are Missouri residents and, as such, are eligible to receive awards through those programs.

Missouri Code of State Regulations for Higher Education, under the section of “Determination of Student Residency” defines an unemancipated minor student as “any student not having attained the age of twenty-one (21) years, and under the care, custody, or support of the individual or individuals having legal custody of the student.” It adds: “If those having legal custody of the unemancipated minor or dependent student establish a Missouri domicile, that student shall be granted resident status at the first enrollment following the establishment of the Missouri domicile.” In determining resident status for the state of Missouri, there are two ways to show sufficient proof of domicile:

1. Presence within the state of Missouri for a minimum of the twelve (12) immediate past, consecutive months coupled with proof of intent to make the state of Missouri a permanent home for an indefinite period; or
2. Presence within the state of Missouri for the primary purpose of retirement, full-time employment, full-time professional practice, or to conduct a business full-time. (*Please see 6 CSR 10-3.010*)

## **Outstanding Issues**

Based on the plain language in the current regulations, presence within the state of Missouri for the primary purpose of full time employment is one of two ways to demonstrate sufficient proof of domicile. The rule as presently written does not accurately describe CBHE intent with respect to residency tests.

The position and past practice of this department has been that the twelve month requirement for determination of resident status may only be waived if a family member moves to Missouri to work full time, combined with proof of intent to make Missouri a permanent home for an indefinite period of time.

## **Summary of Revision**

A change proposed to more clearly reflect the intent of CBHE that mere presence, even if continuous and consistent, for the purpose of working fulltime is not enough to establish domicile without proof of the individual's intent to make the state of Missouri a permanent home.

A copy of the current rule is at Attachment A. A copy of the proposed revised rule is at Attachment B. Examples of proof of intent to establish residency appear in 6 CSR 10-3.010 Sections (9)(D) and (9)(E).

Assuming normal timing for completing the rulemaking process with the Secretary of State, we estimate the rule revisions will become effective in August of 2013. The revision should be effective for the 2013-2014 academic year.

## **Conclusion**

A major MDHE goal is to ensure clarity and consistency in the administration of the Determination of Student Residency guidelines. To that end, the MDHE is committed to ensuring the policy, as expressed in the administrative rule, matches the past practice and intent of MDHE. We trust that the open process used to develop this proposed revision with the involvement of interested parties ensures that goal is achieved

## **STATUTORY REFERENCE**

Section 173.005.2 (7), RSMo

## **RECOMMENDED ACTION**

**It is recommended that the Coordinating Board direct the Commissioner of Higher Education to take all actions necessary to ensure the attached proposed rulemaking becomes effective as an administrative rule as soon as possible.**

## **ATTACHMENT(S)**

Attachment A: Current 6 CSR 10-3.010 Determination of Student Residency

Attachment B: Proposed 6 CSR 10-3.010 Determination of Student Residency



**Title 6—DEPARTMENT OF  
HIGHER EDUCATION  
Division 10—Commissioner  
of Higher Education  
Chapter 3—Higher Educational  
Residency Determination**

**6 CSR 10-3.010 Determination of Student Residency**

*PURPOSE: This rule sets forth the criteria and requirements for decisions by institutions of higher education relating to the residency status of students, including the determination of student fee charges and of student eligibility for financial aid administered by the Coordinating Board for Higher Education.*

(1) Definitions.

(A) Academic year is the period from July 1 of any year through June 30 of the following year.

(B) Adult student shall mean any student having attained the age of twenty-one (21) years.

(C) Continuous enrollment shall mean enrollment in a Missouri institution in at least one (1) credit or clock hour or the equivalent in at least one (1) semester, excluding summer terms, each academic year.

(D) Coordinating board or board shall mean the Coordinating Board for Higher Education created by section 173.005, RSMo.

(E) Dependent student shall mean, for the purposes of financial aid eligibility, any student who is not an independent student.

(F) Domicile shall mean presence within a state with an intent of making the state a permanent home for an indefinite period.

(G) Emancipated minor student shall mean any student not having attained the age of twenty-one (21) years and who is not under the care, custody, and support of an individual or individuals having legal custody.

(H) Independent student shall mean, for the purposes of financial aid eligibility, any student who qualifies as an independent student under section 480(d) of the Higher Education Act of 1965, as amended.

(I) Residency or resident status shall mean that status which is achieved when sufficient proof of a domicile within a state is presented.

(J) Unemancipated minor student shall mean any student not having attained the age of twenty-one (21) years, and under the care, custody, or support of the individual or individuals having legal custody of the students.

(2) Adult Students. For purposes of the determination of fee charges, if an adult student, not a resident, shall present sufficient proof of the establishment of a domicile within the state of Missouri, this student shall be granted the resident status at the first enrollment following the establishment of the domicile.

(3) Independent Student. For purposes of financial aid eligibility, if an independent student, not a resident, shall present sufficient proof of the establishment of a domicile within the state of Missouri, this student shall be granted resident status at the first enrollment following the establishment of the domicile.

(4) Unemancipated Minor Students.

(A) The domicile of an unemancipated minor or a dependent student is presumed to be that of the individual or individuals having legal custody of the student.

(B) If those having legal custody of the unemancipated minor or dependent student establish a Missouri domicile, that student shall be granted resident status at the first enrollment following the establishment of the Missouri domicile.

(C) Once unemancipated minor or dependent students have established resident status under this rule, they may continue to qualify for resident status so long as they remain continuously enrolled, excluding summer terms, in a Missouri institution of higher education, even if the individual or individuals having legal custody of the unemancipated minor or dependent students cease to hold Missouri resident status or the students become adult or independent students.

(5) Emancipated Minor Students.

(A) The domicile of emancipated minor students shall be determined as if they were adults.

(B) A minor may become emancipated through marriage, formal court action, abandonment, or positive action of alienation on the part of the minor. In all instances, alienation from care, custody, and support shall be complete and the burden of satisfactory proof of emancipation shall be that of the minor student.

(C) Mere absence of the student from the domicile of the individual or individuals having legal custody of that minor student shall not constitute proof of emancipation.

(D) In no instance shall a minor student be eligible for emancipation when that student is taken as an income tax deduction by a second party other than a spouse.

(6) Members of the Military Forces.

(A) Students shall neither gain nor lose resident status solely as a consequence of military service.

(B) For the purposes of student resident status, military personnel, when stationed within the state of Missouri pursuant to military orders, their spouses, and unemancipated minor or dependent children shall be regarded as holding Missouri resident status. However, a member of the military forces who is specifically assigned, under orders, to attend a Missouri institution of higher education as a full-time student, shall be classified, along with his/her spouse and unemancipated minor or dependent children, as if they had no connection with the military forces.

(7) Noncitizens of the United States.

(A) Students who are not citizens of the United States must possess resident alien status, as determined by federal authority, prior to consideration for resident status.

(B) Aliens present within Missouri as representatives of a foreign government or at the convenience of the United States or Missouri governments and holding G visas shall be entitled to resident status, except for those who are government-funded students.

(C) Aliens and their dependents holding A or L visas may be granted resident status if determined to be individually designated as representatives of their governments and whose education is not government-funded.

(8) Public Community College Residency.

(A) Missouri public community college districts have legal geographic boundaries within the state and only residents of each district are eligible for the in-district student fee charge.

(B) For purposes of establishing district residency, a Missouri resident who resides out-of-district shall meet the same criteria as set forth in this rule for establishing Missouri residency by a person not a resident of Missouri. However, Missouri residency is the only residency requirement germane to student eligibility for financial aid programs restricted to Missouri residents.

#### **(9) Determination of Resident Status.**

(A) Attendance at an institution of higher education shall be regarded as a temporary presence within the state of Missouri; therefore, a student neither gains nor loses resident status solely by such attendance.

(B) The burden of proof of establishing eligibility for Missouri resident status shall rest with the student.

(C) In determining resident status for the state of Missouri, either of the following shall be sufficient proof of domicile of a person and his/her unemancipated minor or dependent children within the state of Missouri:

1. Presence within the state of Missouri for a minimum of the twelve (12) immediate past, consecutive months coupled with proof of intent to make the state of Missouri a permanent home for an indefinite period; or

2. Presence within the state of Missouri for the primary purpose of retirement, full-time employment, full-time professional practice, or to conduct a business full-time.

(D) In determining whether an adult, emancipated minor, or independent student, or the individual or individuals having legal custody of an unemancipated minor or dependent student, holds an intent to make the state of Missouri a permanent home for an indefinite period, the following factors, although not conclusive, shall be given heavy weight: continuous presence in the state of Missouri during those periods not enrolled as a student; presence within the state of Missouri upon marriage to a Missouri resident and the maintenance of a common domicile with the resident spouse; substantial reliance on sources within the state of Missouri for financial support; former domicile within the state and maintenance of significant connections while absent; and ownership of a home within the state of Missouri. The twelve (12)-month period of presence within the state, as stipulated in paragraph (9)(C)1. of this rule, in and of itself, does not establish resident status in the absence of the required proof of intent.

(E) The following factors shall be given less weight than those in subsection (9)(D) and include: Voting or registration for voting; part-time employment; lease of living quarters; a statement of intention to establish a domicile in Missouri; automobile registration or operator's license obtained in Missouri; and payment of income, personal, and property taxes in Missouri. The factors listed in this subsection have applicability only as they support the intent to make the state of Missouri a permanent home for an indefinite period.

(F) Resident status is one criterion of eligibility for student grant awards administered by the coordinating board. There are additional criteria of eligibility and the establishment of resident status by a student does not guarantee that the student will be awarded a student grant.

(G) The waiver or forgiveness of a nonresident student fee, in full or in part, shall have no bearing on the residency status of a student and shall not be a basis for classification of a nonresident student as a resident.

(H) For those nonresidents who pay Missouri income tax, the nonresident student shall receive a credit against the nonresident student fee in an amount equal to the actual Missouri income tax paid for the previous calendar year except that the remaining fee obligation shall not be less than the amount of the resident student fee. Unemancipated minor students are eligible by reason of payment of Missouri income tax by the nonresident individual or individuals having legal custody of students. Students entering in January shall be regarded as entering in the immediately preceding fall for purposes of determining previous calendar year. For students entering after January, previous year means immediate past calendar year.

#### (10) Determination of Loss of Residency Status.

(A) An adult, emancipated minor, or independent student will lose Missouri residency status twelve (12) consecutive months after establishing a domicile outside of the state of Missouri, unless the absence is for the purpose of attending an institution of higher education in another state and the student remains in compliance with subsections (9)(C)–(E) of this administrative rule.

(B) An unemancipated minor or dependent student will lose Missouri residency status:

1. Twelve (12) consecutive months after the individual or individuals having legal custody of that student establish a domicile outside of the state of Missouri, except as provided for in subsection (4)(C) of this administrative rule; or

2. If the individual or individuals having legal custody of that student establish a domicile outside of the state of Missouri more than twelve (12) consecutive months before the student's first enrollment at a postsecondary education institution.

#### (11) Administrative and Compliance.

(A) Each institution shall establish procedures for the determination of institutional decisions in accordance with this rule. These procedures shall adhere to the guidelines set forth in this rule and to the concepts of procedural fairness and reasonableness to the students, to the institution and to the taxpaying public of the state. The procedures shall provide for at least two (2) levels of institutional appeal review and the last stage of the procedure shall be considered final by the institution.

(B) Compliance with the guidelines as set forth in this rule is required of institutions of higher education in order to be determined as eligible institutions under student financial aid programs administered by the coordinating board and for which student eligibility is restricted to residents. For financial aid purposes, institutions may exercise professional judgment in residency determinations for documented exceptional circumstances.

(C) On complaint of any student or other indication of possible institutional noncompliance with the guidelines set forth in this rule, the coordinating board may review the eligibility of an institution for student financial aid programs, or any other funds administered by the board and may take such actions or make such recommendations relating to the institution's eligibility as the coordinating board deems appropriate. These actions shall be consistent with any other administrative rules the board has established pertaining to the review of institutional eligibility.

*AUTHORITY: section 173.005.2(5), RSMo Supp. 2008. \* Original rule filed Aug. 7, 1978, effective March 17, 1979. Rescinded and readopted: Filed July 3, 1985, effective Aug. 1, 1986. Amended: Filed Dec. 16, 1988, effective April 1, 1989. Amended: Filed June 15, 2009, effective Dec. 30, 2009.*

*\*Original authority: 173.005.2(5), RSMo 1973, amended 1983, 1985, 1999, 2003, 2005, 2007.*



**Title 6—DEPARTMENT OF  
HIGHER EDUCATION  
Division 10—Commissioner  
of Higher Education  
Chapter 3—Higher Educational  
Residency Determination**

**6 CSR 10-3.010 Determination of Student Residency**

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(D) Coordinating board or board shall mean the Coordinating Board for Higher Education created by section 173.005, RSMo.

(E) Dependent student shall mean, for the purposes of financial aid eligibility, any student who is not an independent student.

(F) Domicile shall mean presence within a state with an intent of making the state a permanent home for an indefinite period.

(G) Emancipated minor student shall mean any student not having attained the age of twenty-one (21) years and who is not under the care, custody, and support of an individual or individuals having legal custody.

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(B) If those having legal custody of the unemancipated minor or dependent student establish a Missouri domicile, that student shall be granted resident status at the first enrollment following the establishment of the Missouri domicile.

(C) Once unemancipated minor or dependent students have established resident status under this rule, they may continue to qualify for resident status so long as they remain continuously enrolled, excluding summer terms, in a Missouri institution of higher education, even if the individual or individuals having legal custody of the unemancipated minor or dependent students cease to hold Missouri resident status or the students become adult or independent students.

(5) Emancipated Minor Students.

(A) The domicile of emancipated minor students shall be determined as if they were adults.

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(C) Mere absence of the student from the domicile of the individual or individuals having legal custody of that minor student shall not constitute proof of emancipation.

(D) In no instance shall a minor student be eligible for emancipation when that student is taken as an income tax deduction by a second party other than a spouse.

(6) Members of the Military Forces.

(A) Students shall neither gain nor lose resident status solely as a consequence of military service.

(B) For the purposes of student resident status, military personnel, when stationed within the state of Missouri pursuant to military orders, their spouses, and unemancipated minor or dependent children shall be regarded as holding Missouri resident status. However, a member of the military forces who is specifically assigned, under orders, to attend a Missouri institution of higher education as a full-time student, shall be classified, along with his/her spouse and unemancipated minor or dependent children, as if they had no connection with the military forces.

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(A) Students who are not citizens of the United States must possess resident alien status, as determined by federal authority, prior to consideration for resident status.

(B) Aliens present within Missouri as representatives of a foreign government or at the convenience of the United States or Missouri governments and holding G visas shall be entitled to resident status, except for those who are government-funded students.

(C) Aliens and their dependents holding A or L visas may be granted resident status if determined to be individually designated as representatives of their governments and whose education is not government-funded.

(8) Public Community College Residency.

(A) Missouri public community college districts have legal geographic boundaries within the state and only residents of each district are eligible for the in-district student fee charge.

(B) For purposes of establishing district residency, a Missouri resident who resides out-of-district shall meet the same criteria as set forth in this rule for establishing Missouri residency by a person not a resident of Missouri. However, Missouri residency is the only residency requirement germane to student eligibility for financial aid programs restricted to Missouri residents.

(9) Determination of Resident Status.

(A) Attendance at an institution of higher education shall be regarded as a temporary presence within the state of Missouri; therefore, a student neither gains nor loses resident status solely by such attendance.

(B) The burden of proof of establishing eligibility for Missouri resident status shall rest with the student.

(C) In determining resident status for the state of Missouri, either of the following shall be sufficient proof of domicile of a person and his/her unemancipated minor or dependent children within the state of Missouri:

1. Presence within the state of Missouri for a minimum of the twelve (12) immediate past, consecutive months coupled with proof of intent to make the state of Missouri a permanent home for an indefinite period; or

2. Presence within the state of Missouri for the **“primary” [DELETE: primary]** purpose of retirement, full-time employment, full-time professional practice, or to conduct a business full-time **[ADD: coupled with proof of intent to make the state of Missouri a permanent home for an indefinite period].**

(D) In determining whether an adult, emancipated minor, or independent student, or the individual or individuals having legal custody of an unemancipated minor or dependent student, holds an intent to make the state of Missouri a permanent home for an indefinite period, the following factors, although not conclusive, shall be given heavy weight: continuous presence in the state of Missouri during those periods not enrolled as a student; presence within the state of Missouri upon marriage to a Missouri resident and the maintenance of a common domicile with the resident spouse; substantial reliance on sources within the state of Missouri for financial support; former domicile within the state and maintenance of significant connections while absent; and ownership of a home within the state of Missouri. The twelve (12)-month period of presence within the state, as stipulated in paragraph (9)(C)1. of this rule, in and of itself, does not establish resident status in the absence of the required proof of intent.

(E) The following factors shall be given less weight than those in subsection (9)(D) and include: Voting or registration for voting; part-time employment; lease of living quarters; a statement of intention to establish a domicile in Missouri; automobile registration or operator's license obtained in Missouri; and payment of income, personal, and property taxes in Missouri. The factors listed in this subsection have applicability only as they support the intent to make the state of Missouri a permanent home for an indefinite period.

(F) Resident status is one criterion of eligibility for student grant awards administered by the coordinating board. There are additional criteria of eligibility and the establishment of resident status by a student does not guarantee that the student will be awarded a student grant.

(G) The waiver or forgiveness of a nonresident student fee, in full or in part, shall have no bearing on the residency status of a student and shall not be a basis for classification of a nonresident student as a resident.

(H) For those nonresidents who pay Missouri income tax, the nonresident student shall receive a credit against the nonresident student fee in an amount equal to the actual Missouri income tax paid for the previous calendar year except that the remaining fee obligation shall not be less than the amount of the resident student fee. Unemancipated minor students are eligible by reason of payment of Missouri income tax by the nonresident individual or individuals having legal custody of students. Students entering in January shall be regarded as entering in the immediately preceding fall for purposes of determining previous calendar year. For students entering after January, previous year means immediate past calendar year.

#### (10) Determination of Loss of Residency Status.

(A) An adult, emancipated minor, or independent student will lose Missouri residency status twelve (12) consecutive months after establishing a domicile outside of the state of Missouri, unless the absence is for the purpose of attending an institution of higher education in another state and the student remains in compliance with subsections (9)(C)–(E) of this administrative rule.

(B) An unemancipated minor or dependent student will lose Missouri residency status:

1. Twelve (12) consecutive months after the individual or individuals having legal custody of that student establish a domicile outside of the state of Missouri, except as provided for in subsection (4)(C) of this administrative rule; or

2. If the individual or individuals having legal custody of that student establish a domicile outside of the state of Missouri more than twelve (12) consecutive months before the student's first enrollment at a postsecondary education institution.

#### (11) Administrative and Compliance.

(A) Each institution shall establish procedures for the determination of institutional decisions in accordance with this rule. These procedures shall adhere to the guidelines set forth in this rule and to the concepts of procedural fairness and reasonableness to the students, to the institution and to the taxpaying public of the state. The procedures shall provide for at least two (2) levels of institutional appeal review and the last stage of the procedure shall be considered final by the institution.

(B) Compliance with the guidelines as set forth in this rule is required of institutions of higher education in order to be determined as eligible institutions under student financial aid programs administered by the coordinating board and for which student eligibility is restricted to residents. For financial aid purposes, institutions may exercise professional judgment in residency determinations for documented exceptional circumstances.

(C) On complaint of any student or other indication of possible institutional noncompliance with the guidelines set forth in this rule, the coordinating board may review the eligibility of an institution for student financial aid programs, or any other funds administered by the board and may take such actions or make such recommendations relating to the institution's eligibility as the coordinating board deems appropriate. These actions shall be consistent with any other administrative rules the board has established pertaining to the review of institutional eligibility.

*AUTHORITY: section 173.005.2(5), RSMo Supp. 2008. \* Original rule filed Aug. 7, 1978, effective March 17, 1979. Rescinded and readopted: Filed July 3, 1985, effective Aug. 1, 1986. Amended: Filed Dec. 16, 1988, effective April 1, 1989. Amended: Filed June 15, 2009, effective Dec. 30, 2009.*

*\*Original authority: 173.005.2(5), RSMo 1973, amended 1983, 1985, 1999, 2003, 2005, 2007.*



## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Higher Education Capital Fund  
Coordinating Board for Higher Education  
February 7, 2013

### **DESCRIPTION**

The purpose of this item is to implement the provisions of Senate Bill 563 (2012), which established the “Higher Education Capital Fund.”

### **Background**

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

### **Duties of the Commissioner**

The law places two requirements on the commissioner of higher education regarding the administration of the fund. One is to create an application in order for a public college or university to demonstrate that it has obtained fifty percent of the project's cost through private grants and donations. Draft application materials reflective of the requirements of the law are included as attachments for the Board's consideration.

The second requirement is to establish procedures for public colleges or universities to follow to receive matching funds. Since the law also requires that any project funded through the matching fund have a specific line item appropriation, there is no need to establish any new or unique procedures outside of the regular appropriations process for these projects. If an institution wishes to have a project considered for the Higher Education Capital Fund, it would simply need to submit the matching fund application materials in addition to the regular forms and information provided as a part of the capital appropriations request process. Projects that are determined by the commissioner to meet the eligibility requirements for the matching fund could simply be noted as such on the request put forward by the Coordinating Board.

### **STATUTORY REFERENCE**

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

### **RECOMMENDED ACTION**

It is recommended that the Coordinating Board approve the attached application forms regarding the Higher Education Capital Fund.

### **ATTACHMENT**

Request for Appropriation from Higher Education Capital Fund  
Coordinating Board for Higher Education  
February 7, 2013

**APPLICATION FOR MATCHING FUNDS  
FROM THE  
HIGHER EDUCATION CAPITAL FUND**

As an authorized representative of *(institution)*, I hereby apply for funds from the Higher Education Capital Fund in the amount of \$\_\_\_\_\_ to provide matching funds for *(project name)*. A description of the project, including detailed information regarding the institution's matching funds, is attached for review and verification.

I hereby provide assurances to the Commissioner of Higher Education that *(institution)* has obtained \$\_\_\_\_\_ through private donations or grants and that no funds constituting the 50% match for this project were obtained from the institution's operating budget, tuition, fees, the issuance of revenue bonds or general obligation bonds, or from any state appropriation as precluded by the provisions of Section 173.480.3, RSMo. I further attest that funds applied for herein will not to be used to support the construction of any athletic facilities, parking structures, or student housing as precluded by Section 173.480.2, RSMo.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name (printed or typed)

\_\_\_\_\_  
Title





## AGENDA ITEM SUMMARY

### AGENDA ITEM

Academic Program Actions  
Coordinating Board for Higher Education  
February 7, 2013

### DESCRIPTION

This agenda item reports all proposals for program actions reviewed by the Missouri Department of Higher Education since the December 6, 2012 board meeting. These proposals are submitted to the Coordinating Board for Higher Education for its action.

The following tables summarize the proposed program actions submitted to the CBHE in the attachment to this agenda item.

### PUBLIC INSTITUTIONS

	Certificate	Associate	Baccalaureate	Graduate	Total
Deleted	0	1	0	1	2
Inactivated	0	0	0	0	0
Other Program Changes*	5	5	6	1	17
New	1	1	2	2	6
Off-site	0	0	1	0	1
Programs Withdrawn	0	0	0	0	0

Includes options inactivated/deleted, options added, titles changed, certificates added, programs combined.

### INDEPENDENT INSTITUTIONS

	Certificate	Associate	Baccalaureate	Graduate	Total
Deleted	0	1	0	0	1
Inactivated	0	0	0	0	0
Other Program Changes*	0	0	0	0	0
New	3	0	2	0	5
Off-site	0	0	0	0	0
Programs Withdrawn	0	0	0	0	0

Includes options inactivated/deleted, options added, titles changed, certificates added, programs combined.

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### Change of Location

1. Missouri Western State University will change the address for campus operations at Northland Campus Building 4, 6336 North Lucerne Avenue Kansas City, Missouri 64151 to the following:

Building 18  
6364 North Cosby Avenue  
Kansas City, MO 64151

### Commentary:

University of Missouri-Columbia has requested the CBHE rescind their proposal to inactivate the program BA, Environmental Geology approved December 2012.

### **STATUTORY REFERENCE**

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

### **RECOMMENDED ACTION**

**It is recommended that the Coordinating Board for Higher Education approve the program changes and new program proposals listed in the attachment.**

### **ATTACHMENTS**

Attachment A - Academic Program Actions

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Fees Charged to Out-of-State Public Institutions  
Coordinating Board for Higher Education  
February 7, 2013

Among other things, House Bill 1042 gave the Coordinating Board for Higher Education the authority to charge and collect fees from out-of-state public institutions to cover the costs of reviewing and assuring the quality of programs offered by out-of-state public institutions. The agenda item provides background information regarding the statutory changes and seeks approval to adopt revisions to the administrative rule governing out-of-state public institutions of higher education.

### DESCRIPTION

The Coordinating Board for Higher Education has statutory authority to review and approve any out-of-state public institution of higher education wishing to offer degrees and courses within the state of Missouri. The CBHE is charged with assuring that out-of-state public institutions are evaluated in a manner similar to Missouri public higher education institutions and are held to standards no lower than what is expected of Missouri institutions.

In the past, very few out-of-state public institutions sought to offer degrees and courses in Missouri. That has changed dramatically in the past five years with the proliferation of distance education via the internet. Over the past two years the MDHE has authorized some 300 out-of-state public institutions to offer distance education in Missouri. This has resulted in increased staff time devoted to reviewing and processing the approvals.

The authority to charge and collect fees from out-of-state public institutions will greatly enhance the MDHE's ability to assure the quality of programs being offered by non-Missouri colleges and universities.

### STATUTORY REFERENCE

RSMo 173.005.2.(12) (b) b. The coordinating board may charge and collect fees from out-of-state public institutions to cover the costs of reviewing and assuring the quality of programs offered by out-of-state public institutions.

### RECOMMENDED ACTION

**It is recommended that the Coordinating Board for Higher Education endorse the proposed revisions to 6 CSR 10-10.010, and direct the Commissioner of Higher Education to take all actions necessary to ensure the proposed revisions become effective as administrative rules as soon as possible.**

### ATTACHMENT(S)

Draft of proposed revisions to 6 CSR 10-10.010

Coordinating Board for Higher Education  
February 7, 2013



**Proposed revisions and additions are in underlined, bold and italics**

Title 6—DEPARTMENT OF HIGHER EDUCATION  
Division 10—Commissioner of Higher Education  
Chapter 10—Out-of-State Public Institutions  
6 CSR 10-10.010 Out-of-State Public Institutions

*PURPOSE: This rule describes the requirements with which out-of-state public institutions that offer instruction in Missouri must comply.*

(1) Definitions.

- A. Board or Coordinating Board or **CBHE**: The Coordinating Board for Higher Education created by section 173.005(2), RSMo.
- B. Course: A defined and unique educational offering with discrete objectives and requirements in support of a program, whether conducted in person, by mail, or through any telecommunication medium.
- C. Branch campus or branch: A geographically separate and permanent instructional facility that is derived from and controlled by its main campus. A branch campus may provide complete and distinct programs and employ unique or shared instructional and administrative personnel. A branch may produce and maintain its own institutional and student records.
- D. Certificate: Any award, including a diploma, that does not have a degree designation.
- E. Degree: Any award, earned or honorary, conferred with the designation of associate, baccalaureate, master, professional or professional development, specialist, or doctorate.
- F. **Distance education: Those education opportunities provided for credit by public out-of-state postsecondary institutions through on-line education services, as well as those opportunities provided for credit that postsecondary institutions provide outside their primary campus in multiple states. General term for any type of educational activity in which the participants are at a distance from each other--in other words, are separated in space. They may or may not be separated in time (asynchronous vs. synchronous).**
- G. Main campus: The primary instructional facility of a school, as so designated by the school. For accredited schools, the main campus is the one to which accreditation is directly conferred and from which other campus locations derive their accreditation.
- H. MDHE or **the department**: The Missouri Department of Higher Education created by section 173.005(1), RSMo.

- I. Offer: To enroll or seek to enroll anyone residing in the state of Missouri in a course or program beyond the high school level.
- J. **Online course: Any course offered over the Internet.**
- K. **Online course provider: An organization that provides courses that are offered over the Internet.**
- L. **Online education: A type of learning in which instruction and content are delivered primarily over the Internet. The term does not include printed-based correspondence education, broadcast television or radio, videocassettes, and stand-alone educational software programs that do not have a significant Internet-based instructional component. Used interchangeably with Virtual learning, Cyber learning, e-learning.**
- M. Out-of-state public institution of higher education: An educational institution as defined by section 173.005.11(a), RSMo.
- N. Physical presence: Any person or location within the state of Missouri where, from, or through which a school operates for the purpose of conducting an activity relating to postsecondary education, including the granting of certificates or degrees, Location is defined to include any address, physical site, electronic device, or telephone number within or originating from within the boundaries of the state of Missouri. Physical presence shall also mean a formally scheduled instructional interaction organized by or through a school taking place between two or more students and/or instructors within the state of Missouri.
- O. Program or program of instruction: A complete academic or vocational educational offering which fulfills the requirements for the awarding of a certificate or degree. A program may consist of one or multiple courses, and shall, upon satisfactory completion, fulfill an academic, occupational, or other training objective.
- P. Transcript or transcript record: A student's permanent educational record.

(2) No out-of-state public institution shall offer programs or courses in Missouri without receiving prior approval of the CBHE to do so. **This includes programs or courses offered face-to-face at locations within Missouri (including secondary schools) and through distance education.** Failure to seek and receive approval prior to the delivery of instruction and/or the enrollment of students shall be sufficient cause to deny approval to offer courses or programs. **Out-of-state public institutions shall be held to standards no lower than the standards established by the coordinating board for program approval and the policy guidelines of the coordinating board for data collection, cooperation, and resolution of disputes between Missouri institutions of higher education under this section.**

(3) Approval from the CBHE to offer programs or courses **at locations within the state of Missouri** shall be valid for a period of no more than three (3) years. **the out-of-state public**

**institutions must provide annual data report concerning their operations in Missouri as specified by the MDHE.**—During the period **of in which an institution is approved to offer programs or courses within the state of Missouri,** out-of-state public institutions must provide **an** annual data report concerning their operations in Missouri as specified by the MDHE.

**Authorization from the CBHE to offer programs or courses through distance education shall be valid for a period of one year. During the period in which an institution is approved to offer distance education in Missouri, out-of-state public institutions must provide an annual data report concerning their operations in Missouri as specified by the MDHE.**

(4) Degree Program Approval: As of July 1, 2008, the standards for approving degree programs of out-of-state public institutions will be substantially identical to the standards for Missouri public institutions of higher education, with the exception of the standards relating to program financing. The proposal components will be those required by the MDHE under the Policies and Procedures for the Review of Academic Program Proposals adopted by the CBHE on April 17, 1997, and standards for approval will be those specified in that policy.

(5) Course Approval: All courses offered by an out-of-state public institution that are not creditable toward a degree program approved by the MDHE for delivery in Missouri must meet, as determined by the MDHE, the following criteria in order to be approved by the CBHE:

(A). The course must be applicable to a recognized program offered by the delivering institution on its home campus;

(B). The course must be of adequate content and duration so as to be considered consistent with similar coursework offered on the institution's home campus or with coursework in the same subject area offered by other higher education institutions;

(C). The course must be taught by regular institutional faculty with educational and experiential qualifications that, in the judgment of the MDHE, are in excess of the level of the program to which the course is applicable;

(D). Students enrolling in the course must have access to adequate academic and student support services, including but not limited to advising, library, financial assistance, and technical assistance;

(E). Students enrolling in the course must have access to adequate information regarding the course content and objectives, all costs associated with enrollment, and the applicability of the course to degree programs offered by the delivering institution; and

(F) Courses offered by telecommunication means must have evidence of sufficient support from the home campus to ensure students have the means to achieve the stated objectives in a manner consistent with students enrolled on the home campus and must be aligned with the Principles of Good Practice for Distance-Learning/Web-Based Courses adopted by the CBHE on April 13, 2000.

(6) In order to be approved **to offer courses or programs at locations within the state of Missouri,** the applicant institution must:

(A) Provide documentation that the courses and programs offered by the institution in Missouri are included within the scope of accreditation currently granted by the institution's recognized accrediting body and any applicable programmatic accrediting agency; and

(B) Agree to comply with all CBHE policies relating to data collection, cooperation, and resolution of disputes.

**(7) In order to be authorized to offer distance education in the state of Missouri, the applicant institution must:**

**(A) Provide documentation that the courses and programs offered by the institution in Missouri are included within the scope of accreditation currently granted by the institution's recognized accrediting body and any applicable programmatic accrediting agency; and**

**(B) Affirm in writing its compliance with the MDHE Principles of Good Practice for Distance Learning and Web-Based Course. (See <http://www.dhe.mo.gov/files/policies/policyforreview.pdf>)**

**(8) Fees.**

**(A) Certification Fee. No certificate of approval to operate shall be issued except upon payment of the prescribed certification fee.**

**1. The certification fee shall be computed on the basis of \$.0013 per one dollar of net tuition and fees income (excluding refunds, books, tools, and supplies), with a maximum of five thousand dollars (\$5,000) and a minimum of five hundred dollars (\$500) per school. Tuition and fees for schools that operate at two (2) or more locations within Missouri may be reported separately or be combined for all locations for purposes of computing the certification fee. The certification fee shall be computed on the basis of data submitted by the institution, subject to verification by the department.**

**2. The certification fee for a school upon initial certification to operate shall be computed on the basis of the estimate given in the application of the net tuition income for the first year of operation, except that the fee shall not be less than the minimum of five hundred dollars (\$500). The full initial certification fee shall be assessed whether the initial certification is for an entire or partial certification year.**

**3. The certification fee requirement for a branch campus operated in Missouri by an out-of-state public institution shall be computed solely on the basis of applicable tuition and fee income at the Missouri branch campus.**

**4. For a school having a certificate of approval for the sole purpose of recruiting students in Missouri, the net tuition used for the certification fee computation shall be only that paid, or estimated if initial, to the school by students recruited from Missouri and the fee shall be five hundred dollars (\$500) plus \$.0013 per one dollar of net tuition and fees income (excluding refunds, books, tools, and supplies) not to exceed five thousand dollars (\$5,000).**

**(B) Security Deposit. Each institution must file a security deposit with coverage consistent with the statutory requirements of section 173.612, RSMo.**

**1. The security deposit shall be executed on the prescribed form provided by the department for that purpose. The security deposit shall cover all facilities and locations of the school in the state of Missouri and shall clearly state that it covers the school and agents of the school.**

**2. Any bonding company must be approved by the Missouri Department of Insurance.**

3. The amount of the security deposit shall be ten percent (10%) of the preceding year's gross tuition but, in no event, shall be less than five thousand dollars (\$5,000) nor more than one hundred thousand dollars (\$100,000), except that the school may deposit a greater amount at its own discretion.
4. The school may comply with the security deposit requirement through any of the following three (3) methods, at the discretion of the school: performance surety bond, irrevocable letter of credit, or cash bond secured by certificate of deposit.
5. The amount of the security deposit required must be computed and compliance verified with each annual application for certification. Written verification of compliance with the security deposit requirement of the authorizing statute must be presented prior to the issuance of a certificate of approval. Failure of a school to post and maintain the required security deposit may result in denial, suspension, or revocation of certification to operate or the school being placed on probation.
6. Any school that operates two (2) or more main campuses in the state may combine, or report separately, gross tuition for all locations for the purpose of determining the annual security deposit requirement. However, if the combined gross tuition calculates a security deposit requirement in excess of the one hundred thousand dollars (\$100,000) maximum, the gross tuition shall be reported separately, and the requirement calculated separately.
7. The security deposit requirement for a branch campus operated in Missouri by an out-of-state school shall be computed solely on the basis of applicable tuition and fee income at the Missouri branch campus.

(2) Fees.

- (A) Fees should be made payable to the Missouri Department of Higher Education.
- (B) All fees are non-refundable.
- (C) The following fees shall be paid:

1. Initial Application for Certification (to be credited toward the certification fee)  
\$200
2. Initial Application for Exemption \$50
3. Application to Establish a Branch Campus \$100
4. Application to Establish an Extension Site \$50
5. New Program Review (Certificate) \$100
6. New Program Review (Associate) \$200
7. New Program Review (Bachelor and Graduate) \$500
8. Substantive Change Review (Certificate) \$50
9. Substantive Change Review (Associate) \$100
10. Substantive Change Review (Bachelor and Graduate ) \$250
11. Change of Ownership, Name, Location \$100
12. Student Record Verification (per copy) \$10
13. Late Fee (per day) \$10
  - A. A late fee of ten dollars (\$10) per day, not to exceed a maximum of one thousand five hundred dollars (\$1,500), will be assessed on certified schools that fail to respond, within a reasonable timeframe to be stated in official correspondence, to the department's request for information or documentation related to recertification, grievances, department site visits or probation.
  - B. The late fee may be waived in whole or in part at the discretion of the department.

(7) (9) Nothing in this regulation shall be construed or interpreted so that students attending an out-of-state public institution of higher education are considered to be attending a Missouri public institution of higher education for purposes of obtaining student financial assistance.

*AUTHORITY: section 173.005, RSMo Supp. 2007. \* **173.005. 1.(12)** Original rule filed Dec. 17, 2007, effective June 30, 2008. \*Original authority: 173.005, RSMo 1973, amended 1983, 1985, 1999, 2003, 2005, 2007.*

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Missouri College Application Week  
Coordinating Board for Higher Education  
February 7, 2013

### **DESCRIPTION**

This agenda item introduces the concept of a Missouri College Application Week and requests approval to proceed with a pilot in the fall of 2013.

### **Background**

Increasing college attainment is a common goal of politicians, policy makers, philanthropic organizations and educators across the United States. Consequently, states are employing a wide variety of tactics to help students access and complete a postsecondary education. One such effort being undertaken by a growing number of states is the implementation of a statewide college application campaign that focuses on helping low-income, first-generation and other underrepresented students apply to college. The goal of such campaigns is to provide high school seniors the opportunity and assistance they need to overcome barriers to college attendance. While special focus is placed on first-generation college students and those who might not otherwise consider postsecondary education, activities are made available to all interested students.

The American College Application Campaign is modeled after an approach developed in North Carolina and currently supported by the American Council on Education. Twenty-four states currently offer such programs, with new states joining each year. Each state organizes and implements its own programs, with various public and private entities assisting in organizing the effort. ACAC provides technical assistance, training and other support to states and territories. State college application campaigns typically designate a "College Application Week" in late fall and often design programs that are similar in concept to the College Goal Sunday program (marketed as FAFSA Frenzy in Missouri) that helps students apply for federal financial aid.

### **Missouri Pilot Program**

As the MDHE considered the feasibility of implementing such a program in Missouri, formal and informal contacts were made with various education groups in the state as well as the Department of Elementary and Secondary Education to seek input and suggestions. Responses were universally positive and expressed support for the value of such an effort in assisting to meet our goals for educational attainment of Missouri citizens.

Given the current time and resource limitations, however, the MDHE does not believe it is feasible to initiate a full scale application week program during the first year of the project. Consequently, we propose to launch the project through a pilot effort in a small number of Missouri high schools in fall 2013. This approach will allow the MDHE to better manage the implementation process and ensure there are sufficient resources committed and available to the

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project to help ensure a successful initial year. In subsequent years, based on the experience gained through and dissemination of information about the pilot project, the MDHE plans to provide support and guidance for the expansion of the program into additional high schools each year. Based on the experience of other states, we anticipate a high level of interest among secondary and postsecondary institutions.

High school seniors at participating schools would complete Missouri college applications during the school day with assistance from school personnel and volunteers. For the pilot, the MDHE would work with high schools with which it has an existing college access relationship. This approach maximizes exposure to the college attendance message and complements marketing efforts across the entire state.

#### **STATUTORY REFERENCE**

N/A

#### **RECOMMENDED ACTION**

**It is recommended that the Coordinating Board direct the Commissioner of Higher Education to take all actions necessary to affiliate Missouri with the American College Application Campaign and to implement a pilot college application week during fall 2013.**

#### **ATTACHMENT**

N/A

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Distribution of Community College Funds  
Coordinating Board for Higher Education  
April 4, 2013

### DESCRIPTION

State aid payments to community colleges are made on a monthly basis. All FY13 community college state aid appropriations are subject to a three percent governor's reserve. Expenditure restrictions made by the governor for FY13 included an additional one percent reduction to the revised core. The Truly Agreed To and Finally Passed (TAFP) core state aid appropriations were revised to reflect an equity adjustment to the distribution formula as proposed and agreed to by the community college presidents and chancellors.

The TAFP state aid appropriation for community colleges included in House Bill 3 for FY13 is \$130,815,295. This amount includes the one percent general revenue funds released by the governor in February 2013. Based on that release, the amount available to be distributed (TAFP appropriation minus the three percent governor's reserve) is \$126,890,838.

The payment of state aid distributions to community colleges for January and February 2013 is summarized below.

State Aid (excluding M&R) – GR portion	\$19,015,060
State Aid – Lottery portion	1,204,822
Maintenance and Repair	<u>453,765</u>
TOTAL	\$20,673,647

The total distribution of state higher education funds to community colleges during the period July 2012 through February 2013 is \$82,221,408.

### STATUTORY REFERENCE

Section 163.191, RSMo

### RECOMMENDED ACTION

Assigned to Consent Calendar

### ATTACHMENT(S)

None

## AGENDA ITEM SUMMARY

### AGENDA ITEM

2013 Legislative Session and Budget Update  
Coordinating Board for Higher Education  
April 4, 2013

### DESCRIPTION

The General Assembly continues its work in the 2013 legislative session. Several bills relating to higher education have begun to make their way through the legislative process. Listed below are bills of particular interest. A complete list of higher education legislation can be found in the MDHE's *Legislative Update*, included as Attachment A. It should be noted that information provided in this item and in the attached report are current as of March 26, 2013. Updated information, including the current status of bills, will be provided in the verbal report that accompanies this board item at the April CBHE meeting.

The Fiscal Year 2014 state budget is also making its way through the process. State appropriations for higher education are contained in HB 3 which is anticipated to pass the House and move to the Senate by Thursday, March 28. An update on changes from the governor's recommended budget contained in the House version is included below. Complete details of HB 3 can be found in the chart titled FY14 Higher Education Operating Budget Status (House Bill 3), included as Attachment B.

### Higher Education Legislation

HB 202 (Reiboldt) and SB 9 (Pearce): These bills authorize the University of Missouri Extension Councils to form Extension Districts made up of cooperating counties for the purpose of funding Extension programming. The governing body of a district may submit a question to the voters of the district to institute a property tax levy in the district's counties, not to exceed 30 cents per \$100 of assessed valuation. SB 9 excludes St. Louis County from the enabling provisions authorizing counties to submit tax levy questions to the voters for the support of Extension programs.

HB 873 (Dunn) and SB 209 (Justus): This bill, known as the "Missouri Tuition Equity Act," would expand the current definition of Missouri resident and require any higher education institution that receives state funding to treat certain individuals as Missouri residents for purposes of tuition, fees and admission. In addition, no Missouri higher education institution that receives state funds could deny admittance to a student based solely on his or her immigration status.

HB 673 (Schatz) and SB 410 (Kehoe): These bills would rename Linn State Technical College as "State Technical College of Missouri" effective July 1, 2014. SB 410 also replaces three outdated references to "Central Missouri State University" with "The University of Central Missouri."

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HB 746 (Cross) and SB 381 (Kraus): These bills would create the Innovation Education Campus Fund and establish criteria to be designated an Innovation Education Campus. Partnerships of public four year institutions of higher education, school districts, and community colleges that satisfy the IEC requirements may be designated such campuses and receive moneys from the fund. Linn State Technical College is also authorized to participate in an IEC. The provisions specifically recognize that the innovation education campus in Lee's Summit, composed of the University of Central Missouri, Metropolitan Community College and Lee's Summit School District, has already satisfied the eligibility requirements to receive moneys from the fund. The Committee Substitute for SB 381 also states that the IEC provisions are compliant with existing CBHE policies.

SB 437 (Pearce): This bill would create a new model for calculating institutions' state funding. The new model provides that institutions will be funded based on both costs and outcomes. The model calculates institutions' core operational expenditures, which are divided into six categories. The model uses a grouping of ten peer states when calculating institutions' funding - the five states next higher than Missouri and the five states next lower than Missouri based on a rank-ordering of per capita personal income of all states according to the Bureau of Economic Analysis. Missouri institutions would be classified in different sectors using, in part, the Carnegie Classification system.

For four-year institutions and LSTC, the state share of the operating budget estimate would be the sum of the institution's totals for the six expenditure categories multiplied by the sector-specific modifier. The same calculation would be used for two-year institutions except any community college that receives local revenue would have fifty percent of local revenue subtracted from the subtotal.

All courses completed at an institution are weighted in the legislation, based on their discipline and level and divided into clusters. The Coordinating Board must review the disciplines, clusters, and weights every five years and make recommendations to the General Assembly on their revision. All calculations will use a three year rolling average. This bill would remove the community college resource allocation model from statute and require that each community college's state funding be calculated separately by the new funding model.

Ten percent of each public institution of higher education's state appropriation would be set aside as performance funding. The Coordinating Board would adopt institutional performance measures in collaboration with the institutions and update them every five years. The amount of performance funds earned by an institution would be in proportion to the number of performance measures it meets. If an institution's funding as calculated by the model is less than what the institution receives under the current method of state funding, the institution will receive ninety-eight percent of previous year's funding until such time as the institution is on the model.

The Joint Committee on Education must review the functionality of the higher education funding model every five years beginning in academic year 2018-2019.

### **Financial Assistance Legislation**

**SB 3 (Rupp)**: This bill would create the "Early High School Graduation Scholarship Program," providing two different scholarships to students who graduate early from public high schools in Missouri. A student who graduates from high school in three years would be offered a scholarship and a student who graduates from high school in three and a half years would be offered a different scholarship. Funding for the scholarships would be based on the state aid the school district would have received if the recipient had not graduated early. A scholarship recipient must use the scholarship within one year of graduating from high school. The bill provides for exceptions for students who cannot attend an institution of higher education and for an extension for hardship or good cause.

**HB 745 (Thomson) and SB 378 (Pearce)**: These bills would modify student eligibility for the A+ Program, the Higher Education Academic Scholarship Program (Bright Flight), and the Access Missouri Financial Assistance Program. Although there are minor variations based on each program, the following general eligibility criteria would be added.

To be eligible for an award under these programs, a student would need to have achieved a score of proficient or advanced on the Algebra I end-of-course assessment and on the English I end-of-course assessment, unless the student's high school has met all of the Department of Elementary and Secondary Education's waiver requirements. If the student does not achieve such scores, the student may maintain eligibility by achieving a qualifying score on the COMPASS exam or ACT.

In order to renew their eligibility, a student must successfully complete at least twenty-four credit hours during the first twelve month period of enrollment and at least thirty credit hours each subsequent twelve month period of enrollment. The House version establishes the twenty-four credit hour requirement for all twelve month periods of enrollment.

The bill would allow an eligible student who is unable to enroll or ceases attendance because of illness, disability, pregnancy, medical need, service to a nonprofit organization, service to a state or federal government agency, or military service, to maintain eligibility if certain criteria are met.

### **Veterans Legislation**

**HB 114 (Dixon) and SB 106 (Brown)**: Although there are some differences between these proposals, they both require the establishment of a process by which public postsecondary institutions will grant credit to a student who is a veteran for courses that are part of his or her military training or service if the courses meet certain standards for academic credit.

**HB 168 (David) and SB 117 (Kraus)**: These proposals would allow a person who is separating from any branch of the United States military with an honorable discharge or a general discharge to have resident status for admission and in-state or in-district tuition at any approved public higher education institution in the state. Both proposals allow this status if the person can demonstrate presence within the state and, if attending community college, within the taxing

district of the community college. SB 117 also requires the separating military member to have been duly stationed in Missouri for at least one year prior to discharge.

### **Higher Education Capital Funding**

As introduced by House Speaker Tim Jones, HJR 14 would initiate a constitutional amendment, upon voter approval, authorizing the General Assembly to issue up to \$950 million in bonds to provide funding for the construction of state buildings, facilities, and projects as well as for the construction, renovation, and rebuilding of buildings of institutions of higher education. No more than \$250 million of the proceeds could be allocated for purposes other than higher education, of which no less than \$40 million may be used for the maintenance of parks and park facilities. No less than 15% of the proceeds could be allocated to public community colleges. The resolution also creates the Fifth State Building Fund for the payment of the bonds and any interest earned. This proposal was referred to the House Appropriations – Infrastructure and Job Creation Committee. Multiple committee hearings have been held by the committee discussing both the amount of bonds to be issued and the projects to be included. To date, the resolution has not been voted out of committee.

As introduced, SJR 3, sponsored by Senator Schaefer, contains essentially the same provisions as HJR 14. There has been no action on this resolution since it was voted “do pass” by the Senate Appropriations Committee in February.

### **Governing Board Composition**

HB 629 (Kelly) and SB 320 (Schaefer): These bills would modify the composition of the University of Missouri Board of Curators by mandating that one member be a student curator. The student curator would have the right to vote on any matter before the board, including the hiring or firing of the president of the UM system and other general officers of the university. The student curator could not participate in decisions regarding the hiring or firing of faculty or staff. The bills would also modify the procedure for selecting the student curator if the university adds additional campuses. SB 320 further requires the student curator to be a graduate or professional student.

### **Retirement**

HB 353 (Leara): This bill would change the laws regarding the defined contribution retirement plan for employees of certain higher education institutions enrolled in the College and University Retirement Plan for college faculty. The employer contribution rate for institutions will no longer correspond to the rates used by the Missouri State Employees' Retirement System but would be equal to seven percent of payroll. An institution could require a new employee to contribute up to four percent of their salary. The bill would remove the ability of a person to transfer to MOSERS after six years if they begin employment after July 1, 2014.

### **Budget**

#### **FY13 Supplemental**

The governor recommended an additional \$2.5 million for FY13 for the Access Missouri Program. This represents use of a portion of the existing fund balance rather than additional state dollars. The supplemental is necessary to maintain the awards given for the spring 2013 semester at the same level as awarded in the fall 2012 semester. The supplemental appropriation bill (HB 14) has been passed by both chambers without changes to this item.

### **FY14 MDHE Budget**

The governor's recommendations for FY14 for the department's internal budget included no cuts in the general revenue appropriation for personal service or expense and equipment. The governor had also recommended a two percent pay increase for state employees, to take effect on January 1, 2014. The House changed that salary increase to a \$250 increase for FY 14 beginning January 1, 2014.

The House made no changes from the governor's recommendation to fund the review of programs offered by out-of-state institutions or for the increase in spending authority and personnel for proprietary school certification. Both of these items were a result of provisions included in HB 1042 (2012).

### **Student Financial Assistance Programs**

#### A+

The governor recommended a total of \$30,413,326 for the A+ Schools Program, which represents a \$1 million increase over FY13. The governor recommended that \$4 million be used from the Guaranty Agency Operating Fund as authorized by the Coordinating Board at its December 2012 meeting. The House did not change that recommendation. It is important to note the total spending authority for this program is \$35 million, up from \$33 million in FY13. This amount includes the \$1 million increase described above as well as the anticipated spending of \$1 million in existing fund balance.

#### Bright Flight

The governor recommended \$12,269,250 in general revenue for the Bright Flight program. With the recommended use of \$1 million in unexpended funds in the program fund from FY13, a total of \$13,269,250 would be available in FY14. This is the same amount as was actually available to spend in FY13. The House increased the appropriation by \$2 million. With additional spending authority (\$407,416) to permit the expenditure of money refunded to the department under the program, this raised the total to \$15,676,666. It remains unknown at this time what impact, if any, this level of funding will have on award amounts in FY14.

#### Access Missouri

The governor recommended a total appropriation of \$52,632,307 for the Access Missouri program. This is \$5,195,000 below the FY13 core appropriation; however, the same amount will be available to spend in FY14 as was available in FY13 due to the use of an equivalent amount of balance currently existing in the Access Missouri Fund. The governor recommended additional spending authority of \$3,172,693 for this program and, as in years past, after an anticipated statutorily required transfer of \$5 million from the Gaming Commission Fund, total

spending authority for the program would be \$66 million in FY14. The House added \$1 million to this program, which, when coupled with the additional spending authority relating to returns, brings the total spending authority to \$67 million.

#### Advance Placement Incentive Grant

The governor recommended \$100,000 to continue the Advanced Placement Incentive Grant. This grant awards five hundred dollars to any student who receives an Access Missouri or A+ award and, in addition, has received two grades of three or higher on advanced placement examinations in the fields of mathematics or science while attending a Missouri public high school. This funding is being provided by MOHELA. The House made no change to the governor's recommended amount.

#### Other MDHE Student Financial Aid Programs

The governor recommended several changes in the other MDHE-administered programs. A total of \$31,000 was reallocated from the Veteran's Survivors Grant (now at \$250,250) to the Public Service Survivor Grant (now at \$131,000) to better align the available dollars with the eligible students.

The governor also recommended a reduction in the Kids' Chance Scholarship from \$27,750 to \$17,500 consistent with the CBHE request to align the appropriation level with the available funding.

The governor also recommended a reduction of \$50,000 in the Minority and Underrepresented Environmental Literacy Program from \$82,964 to \$32,964 to reflect the fact that funds from the Recruitment and Retention Scholarship Fund are not available.

The governor recommended continued level funding for the following programs:

- Minority Teaching Scholarship Program, \$169,000;
- Vietnam Veterans Survivors Scholarship Program, \$50,000; and
- Marguerite Ross Barnett Scholarship Program, \$363,375 plus \$136,625 in additional spending authority for a total of \$500,000 to allow for returns to be expended.

The House did not make any changes to the amounts recommended by the governor. Consistent with the approach taken last year, the House did collapse these scholarships (excluding Kids' Chance Scholarship Program and Minority and Underrepresented Environmental Literacy Program) and the Advanced Placement Incentive Grant into one line item with the Marguerite Ross Barnett Scholarship Program allowing any unexpended funds for those scholarships, after awards are made to all eligible applicants, to be used in the Marguerite Ross Barnett Scholarship Program. That program is the only one of these financial aid programs that has had more applicants than funds available in recent years.

## **Special Initiatives**

### Nursing Incentive Grant Program

The governor recommended \$1 million from the State Board of Nursing Fund to award additional competitive grants for higher education institutions to enhance and expand their nursing education programs. This is the third of three planned \$1 million annual appropriations for this program. The House made no change to this recommendation.

### MSU-UMKC Pharmacy/Doctorate Program

The governor recommended \$2 million of continued funding for the Pharmacy Doctorate program at Missouri State University that is operated in collaboration with the University of Missouri – Kansas City School of Pharmacy. The House did not offer any changes to this recommendation.

## **College and University Operating Budgets**

Although the governor recommended the continuation of the FY13 withholdings (one percent) from institutional core operating budgets, the recommendation included a \$34 million (four percent) increase, with distribution based on the CBHE-approved performance funding model. The additional funds included \$14 million from general revenue and \$20 million from lottery. The House eliminated the general revenue portion of that recommendation, resulting in an increase of \$20 million (2.4 percent). In addition, the House eliminated the performance funding component and reallocated the funds based on the percent of appropriations each institution received in FY13. Finally, the House reduced the institutional requests by \$750,000 in total in order to assist in the establishment of the Emergency Show-Me Heroes Fund.

## **Capital Improvements**

The governor's recommendations for FY14 include no recommendations for higher education capital improvements. The House did not add any funds for capital improvements for higher education.

## **Other Items**

The governor made the following FY14 recommendations for items listed as University of Missouri-related:

- Missouri Telehealth Network – continued funding of \$437,640
- Missouri Rehabilitation Center – continued funding of \$10,337,870
- Missouri Kidney Program – continued funding of \$1,500,000
- State Historical Society – increase of \$500,000 for a total of \$1,827,605
- Spinal Cord Injury Research – continued spending authority of \$1,500,000
- MOFAST – continued funding of \$340,000

The House recommended an additional \$250,000 for the Missouri Kidney Program for a total of \$1.75 million for the program. The House also added \$1 million for the University of Missouri's large animal veterinary program.

### **Conclusion**

The final day to file new legislation in the Senate was March 1. The House has until April 1 to file new legislation for the session. The Second Regular Session of the 96<sup>th</sup> General Assembly will conclude on Friday, May 17.

The House will complete its work on the budget March 28 and is expected to report appropriations bills to the Senate soon thereafter. The Senate will then begin its work on the FY14 budget in the Senate Committee on Appropriations. Appropriations bills must be truly agreed to and finally passed by 6:00 p.m. on Friday, May 10.

### **STATUTORY REFERENCE**

Chapter 173, RSMo, Department of Higher Education

### **RECOMMENDED ACTION**

This is an information item only.

### **ATTACHMENT**

Attachment A – Legislative Update

Attachment B – FY 2014 Higher Education Operating Budget Status (House Bill 3)



## Legislative Update 3-29-13

### Summary of Legislation Impacting Higher Education

**HB 56**      **Thomson**      Establishes the Career and Technical Education Student Protection Act and the Career and Technical Education Board to oversee and coordinate career and technical education and student organizations' activities.

**Bill History:** 02-19-13 H Voted do pass as substitute from committee on House-Agriculture Policy

**HB 70**      **Kelley**      Allows a teacher or school administrator to carry a concealed firearm into a higher education institution or elementary or secondary school if he or she has a valid concealed carry endorsement or permit.

**Bill History:** 02-18-13 H Referred to House Committee on House-General Laws

**HB 114**      **Davis**      Requires institutions of higher education to award educational credits to a veteran for certain courses that were a part of his or her military training or service.

**Bill History:** 03-28-13 H Reported do pass House-Rules

**HB 168**      **Davis**      Allows an individual who is separating from the military to have resident student status for admission and tuition purposes at a public institution of higher education under specified circumstances.

**Bill History:** 03-26-13 H Set on the House Calendar

HB 202	Reiboldt	Authorizes University of Missouri extension councils to form extension districts made up of cooperating counties to fund extension programming.
		<b>Bill History:</b> 04-03-13 S Meeting set for 1:30 PM, Senate Lounge Senate-Education
HB 217	Cox	Requires state agencies to track federal fund use, political subdivisions and schools to disclose indebtedness, the Governor to report budget withholdings, and removes the State Auditor from the Board of Fund Commissioners.
		<b>Bill History:</b> 03-26-13 H Set on the House Calendar
HB 226	Berry	Exempts fuel used in school buses from the motor fuel tax when the bus is driven to transport students to or from school or to or from any place for educational purposes.
		<b>Bill History:</b> 01-31-13 H Referred to House Committee on House-Ways and Means
HB 229	Sommer	Grants physical education credit for participation in certain school-sanctioned sports or activities and allows students to take other courses instead.
		<b>Bill History:</b> 01-31-13 H Referred to House Committee on House-Elementary and Secondary Education
HB 257	Frederick	Changes the laws regarding the requirements for testing persons with tuberculosis.
		<b>Bill History:</b> 03-28-13 H Reported do pass House-Rules

HB 291	Brattin	Establishes the Missouri Standard Science Act which requires the equal treatment of science instruction regarding evolution and intelligent design.
		<b>Bill History:</b> 01-31-13 H Referred to House Committee on House-Elementary and Secondary Education
HB 312	Thomson	Allows the governing board of any state college or university to enforce traffic regulations and general motor vehicle laws on college or university property through campus police officers.
		<b>Bill History:</b> 03-27-13 S Reported to the Senate and first read
HB 353	Leara	Changes the laws regarding the defined contribution plan for employees of certain higher education institutions.
		<b>Bill History:</b> 03-14-13 H Voted do pass from committee on House-Retirement
HB 508	Redmon	Changes the laws regarding Executive branch reorganization.
		<b>Bill History:</b> 03-28-13 H Voted do pass as substitute from committee on House-Downsizing State Government
HB 573	Schupp	Allows the Governor, with the advice and consent of the Senate, to appoint a student to the University of Missouri Board of Curators who will have full voting rights.
		<b>Bill History:</b> 02-14-13 H Read second time
HB 629	Kelly	Requires that one voting member of the University of Missouri Board of Curators be a student.
		<b>Bill History:</b> 02-19-13 H Read second time

HB 632	Dunn	Designates December 4 as "Alpha Phi Alpha Day" in Missouri in honor of the first Black intercollegiate Greek-letter fraternity established for African-Americans.
		<b>Bill History:</b> 04-02-13 H Set on the House Calendar
HB 673	Schatz	Changes the name of Linn State Technical College to State Technical College of Missouri.
		<b>Bill History:</b> 04-02-13 H Set on the House Calendar
HB 705	Kelly	Requires every 11 year old child to receive one dose of meningococcal conjugate vaccine and one booster dose after the child attains the age of 16.
		<b>Bill History:</b> 02-27-13 H Read second time
HB 743	Ellington	Requires the establishment of a process by which a student in an unaccredited district who is enrolled in a public school that is not A+ designated can receive reimbursement under the A+ Schools Program.
		<b>Bill History:</b> 03-28-13 H Referred to House Committee on House-Elementary and Secondary Education
HB 745	Thomson	Modifies provisions relating to higher education scholarships.
		<b>Bill History:</b> 03-26-13 H Public hearing completed
HB 746	Cross	Creates the Innovation Education Campus Fund and recognizes the University of Central Missouri's Missouri Innovation Campus.
		<b>Bill History:</b> 03-26-13 H Public hearing completed

HB 780	Schieffer	Prohibits private lenders from charging certain interest rates on student loans.
<b>Bill History:</b>		03-06-13 H Read second time
HB 829	Smith-85	Imposes restrictions on the institutional names of institutions of higher education.
<b>Bill History:</b>		03-28-13 H Referred to House Committee on House-Higher Education
HB 873	Dunn	Creates the Missouri Tuition Equity Act.
<b>Bill History:</b>		03-15-13 H Read second time
HB 879	Smith-85	Establishes the College Credit Disclosure Act.
<b>Bill History:</b>		03-28-13 H Referred to House Committee on House-Higher Education
HB 934	Curtis	Creates a tax credit for employers who hire students who are majoring in science, technology, engineering, or mathematics fields for internships.
<b>Bill History:</b>		03-28-13 H Introduced and read first time
HCR 7	Pfautsch	Directs the State Historical Society of Missouri to develop plans, ideas and proposals to commemorate and celebrate the State of Missouri's bicentennial in 2021.
<b>Bill History:</b>		03-13-13 S Referred to Senate Committee on Senate-Rules,Joint Rules,Resolutions & Ethics

HJR 14	Jones-110	Proposes a constitutional amendment authorizing the General Assembly to issue bonds to fund higher education improvements, constructions, landscaping, land or building purchases, and transportation infrastructure.
	<b>Bill History:</b>	03-27-13 H Public hearing completed
SB 3	Rupp	Creates the Early High School Graduation Scholarship Program for public high school students who graduate from high school early.
	<b>Bill History:</b>	02-26-13 S Set on the Senate Calendar
SB 8	Pearce	Makes technical corrections and updates obsolete references in certain higher education statutes.
	<b>Bill History:</b>	01-10-13 S Referred to Senate Committee on Senate-Education
SB 9	Pearce	Allows University of Missouri Extension Councils to form extension districts made up of cooperating counties.
	<b>Bill History:</b>	03-27-13 H Referred to House Committee on House-Agri-Business
SB 17	Munzlinger	Establishes the Career and Technical Education Advisory Board Council.
	<b>Bill History:</b>	03-27-13 H Referred to House Committee on House-Higher Education
SB 18	Munzlinger	Requires agencies to track federal fund usage, requires political subdivisions and charter schools to disclose indebtedness, requires the Governor to report withholdings, and removes the Auditor from the Board of Fund Commissioners.
	<b>Bill History:</b>	03-27-13 H Referred to House Committee on House-Downsizing State Government

SB 67	Dixon	Updates references to higher education statutes that have been previously repealed.
<b>Bill History:</b>		04-02-13 S Set on the Senate Calendar
SB 106	Brown	Requires higher education institutions to accept credits for military courses and professional licensing boards must consider military qualifications when considering licensing.
<b>Bill History:</b>		04-02-13 H Meeting set for 11:00 AM, HR 1 House-Veterans
SB 117	Kraus	Allows individuals who are separating from the military to have resident student status for purposes of attending public institutions of higher education.
<b>Bill History:</b>		04-02-13 H Meeting set for 11:00 AM, HR 1 House-Veterans
SB 156	Sater	Prohibits the Department of Insurance and other state agencies from applying for, accepting, or expending federal moneys relating to the implementation of the federal health care act unless authorized by law.
<b>Bill History:</b>		03-05-13 S Hearing conducted
SB 197	Sater	Modifies current provisions relating to tuberculosis treatment and prevention.
<b>Bill History:</b>		03-27-13 H Referred to House Committee on House-Health Care Policy
SB 201	Chappelle-Nadal	Enacts a state-wide smoking ban.
<b>Bill History:</b>		01-31-13 S Referred to Senate Committee on Senate-Veterans Affairs and Health

SB 209	Justus	Creates the Missouri Tuition Equity Act.
		<b>Bill History:</b> 01-31-13 S Referred to Senate Committee on Senate-Education
SB 225	Curls	Modifies laws regarding educational parental support for higher education.
		<b>Bill History:</b> 02-14-13 S Referred to Senate Committee on Senate-Judiciary Civil/Criminal Jurisprudence
SB 293	Pearce	Removes the expiration date on the authority of certain public higher education institutions to transfer real property, except in fee simple, without General Assembly authorization.
		<b>Bill History:</b> 03-13-13 S Voted do pass from committee on Senate-Education
SB 296	Lager	Allows the governing body of any state college or university to establish regulations to control vehicular traffic on campus through college or university police officers.
		<b>Bill History:</b> 03-27-13 S Voted do pass from committee on Senate-Transportation and Infrastructure
SB 320	Schaefer	Modifies the composition of the University of Missouri Board of Curators.
		<b>Bill History:</b> 02-28-13 S Referred to Senate Committee on Senate-Financial/Gov. Org. and Elections
SB 376	Sater	Allows hospital districts to permit higher education institutions to use space for health care education or training.
		<b>Bill History:</b> 03-28-13 S Third read and passed (Vote: Y: 34/N: 0)

SB 378	Pearce	Modifies provisions of the A+ Program, Bright Flight Scholarship Program, and the Access Missouri Financial Assistance Program.
		<b>Bill History:</b> 04-03-13 S Meeting set for 1:30 PM, Senate Lounge Senate-Education
SB 381	Kraus	Creates the Innovation Education Campus Fund and recognizes the University of Central Missouri's Missouri Innovation Campus.
		<b>Bill History:</b> 04-02-13 S Set on the Senate Calendar
SB 392	Dixon	Allows certain exempt higher education institutions to receive state recognition from the Coordinating Board for Higher Education.
		<b>Bill History:</b> 02-28-13 S Referred to Senate Committee on Senate-Education
SB 410	Kehoe	Renames Linn State Technical College as "State Technical College of Missouri" effective July 1, 2014.
		<b>Bill History:</b> 04-03-13 S Meeting set for 1:30 PM, Senate Lounge Senate-Education
SB 421	Walsh	Requires certain individuals to receive the meningococcal conjugate vaccine.
		<b>Bill History:</b> 03-28-13 S Hearing conducted
SB 437	Pearce	Creates a model for funding the state's public institutions of higher education.
		<b>Bill History:</b> 04-03-13 S Meeting set for 1:30 PM, Senate Lounge Senate-Education

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SJR 3

Schaefer

Amends the Constitution to provide the authority for a Fifth State Building Bond issue.

**Bill History:**

02-27-13 S Voted do pass from committee on Senate-Appropriations

**FY 2014 Higher Education Operating Budget Status**

	FY 2013 Core (TAFP)	FY 2013 Core After Expenditure Restrictions (ER's)	DHE FY 2014 Request	FY 2014 Governor Recommended	Gov Rec Change from FY 2013 Core (TAFP)	House Budget Recommended	House Budget Change from Gov Rec
Coordination Administration	\$986,425	\$986,425	\$1,043,309	\$1,048,723	\$62,298	\$1,047,500	(\$1,223)
Grant/Scholarships Administration	\$155,615	\$155,615	\$155,695	\$156,745	\$1,130	\$156,408	(\$337)
Proprietary School Administration	\$139,421	\$139,421	\$300,100	\$304,716	\$165,295	\$304,597	(\$119)
Proprietary Bond Fund	\$100,000	\$100,000	\$200,000	\$200,000	\$100,000	\$200,000	\$0
MHEC	\$95,000	\$95,000	\$95,000	\$95,000	\$0	\$95,000	\$0
Eisenhower/Teacher Quality	\$1,783,093	\$1,783,093	\$1,783,122	\$1,783,610	\$517	\$1,783,372	(\$238)
Federal Grants/Donations	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$0	\$2,000,000	\$0
Other Grants/Donations (Lumina grant)	\$0	\$0	\$300,000	\$300,000	\$300,000	\$300,000	\$0
Access Challenge Grant	\$3,000,000	\$3,000,000	\$3,000,000	\$3,000,000	\$0	\$3,000,000	\$0
Bright Flight	\$13,269,250	\$13,269,250	\$13,269,250	\$13,269,250	\$0	\$15,676,666	\$2,407,416
Access Missouri Financial Assistance	\$62,827,307	\$62,827,307	\$62,827,307	\$66,000,000	\$3,172,693	\$67,000,000	\$1,000,000
A+ Schools Program	\$33,000,000	\$33,000,000	\$33,000,000	\$35,000,000	\$2,000,000	\$35,000,000	\$0
Advanced Placement Grants	\$100,000	\$100,000	\$100,000	\$100,000	\$0	\$100,000	\$0
Public Service Survivor Grant	\$100,000	\$100,000	\$131,000	\$131,000	\$31,000	\$131,000	\$0
Vietnam Veterans Survivor Scholarship	\$50,000	\$50,000	\$50,000	\$50,000	\$0	\$50,000	\$0
Marguerite Ross Barnett Scholarship Prgm	\$363,375	\$363,375	\$363,375	\$500,000	\$136,625	\$500,000	\$0
Veterans Survivor Grant	\$281,250	\$281,250	\$250,250	\$250,250	(\$31,000)	\$250,250	\$0
Minority Teaching Scholarship Prgm	\$169,000	\$169,000	\$169,000	\$169,000	\$0	\$169,000	\$0
Kids' Chance Scholarship Program	\$27,750	\$27,750	\$17,500	\$17,500	(\$10,250)	\$17,500	\$0
Minority Environmental Literacy Prgm	\$82,964	\$82,964	\$32,964	\$32,964	(\$50,000)	\$32,964	\$0
Advantage Missouri	\$15,000	\$15,000	\$15,000	\$15,000	\$0	\$15,000	\$0
GEAR UP	\$450,000	\$450,000	\$100,000	\$100,000	(\$350,000)	\$100,000	\$0
Loan Administration	\$11,438,124	\$11,438,124	\$11,439,446	\$11,459,830	\$21,706	\$11,452,472	(\$7,358)
Federal Loan Compliance	\$8,500,000	\$8,500,000	\$8,500,000	\$8,500,000	\$0	\$8,500,000	\$0
Loan Collections	\$30,000,000	\$30,000,000	\$30,000,000	\$30,000,000	\$0	\$30,000,000	\$0
Purchase Loans	\$200,000,000	\$200,000,000	\$200,000,000	\$180,000,000	(\$20,000,000)	\$180,000,000	\$0
State Nursing Board Grants	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$0	\$1,000,000	\$0
UMKC/MSU Doctorate Pharmacy Prgm	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$0	\$2,000,000	\$0
Funding Based on Improved Outcomes	\$0	\$0	\$0	\$34,000,000	\$34,000,000	\$0	(\$34,000,000)
Community Colleges	\$130,815,295	\$129,507,142	\$129,507,142	\$129,507,142	(\$1,308,153)	\$132,467,439	\$2,960,297
Linn State	\$4,616,807	\$4,570,639	\$4,570,639	\$4,570,639	(\$46,168)	\$4,675,115	\$104,476
University of Central Missouri	\$53,191,410	\$52,607,262	\$52,607,262	\$52,607,262	(\$584,148)	\$53,810,963	\$1,203,701
Southeast Missouri State University	\$43,772,064	\$43,254,606	\$43,254,606	\$43,254,606	(\$517,458)	\$44,245,150	\$990,544
Missouri State University	\$79,342,892	\$78,549,463	\$78,549,463	\$78,549,463	(\$793,429)	\$80,344,961	\$1,795,498
Lincoln University	\$17,488,335	\$17,308,982	\$17,308,982	\$17,308,982	(\$179,353)	\$17,704,736	\$395,754
Truman State University	\$39,919,610	\$39,510,924	\$39,510,924	\$39,510,924	(\$408,686)	\$40,414,289	\$903,365
Northwest Missouri State University	\$29,695,333	\$29,351,986	\$29,351,986	\$29,351,986	(\$343,347)	\$30,023,979	\$671,993
Missouri Southern State University	\$22,912,856	\$22,652,541	\$22,652,541	\$22,652,541	(\$260,315)	\$23,171,049	\$518,508
Missouri Western State University	\$21,311,937	\$21,052,327	\$21,052,327	\$21,052,327	(\$259,610)	\$21,534,608	\$482,281
Harris-Stowe State University	\$9,588,701	\$9,492,814	\$9,492,814	\$9,492,814	(\$95,887)	\$9,709,803	\$216,989
University of Missouri	\$398,000,626	\$394,020,620	\$394,020,620	\$394,020,620	(\$3,980,006)	\$404,027,214	\$10,006,594
Telehealth	\$437,640	\$437,640	\$437,640	\$437,640	\$0	\$437,640	\$0
MOREnet	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Missouri Rehabilitation Center	\$10,337,870	\$10,337,870	\$10,337,870	\$10,337,870	\$0	\$10,337,870	\$0
Alzheimer's Research	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Spinal Cord Injury	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000	\$0	\$1,500,000	\$0
Kidney Program	\$1,500,000	\$1,500,000	\$1,500,000	\$1,500,000	\$0	\$1,750,000	\$250,000
MOFAST (MO Fed & State Tech Prgm)	\$340,000	\$340,000	\$340,000	\$340,000	\$0	\$340,000	\$0
State Historical Society	\$1,427,605	\$1,327,605	\$1,327,605	\$1,827,605	\$400,000	\$1,827,605	\$0
Seminary Invest	\$4,000,000	\$4,000,000	\$4,000,000	\$4,000,000	\$0	\$4,000,000	\$0
Seminary Interest	\$275,000	\$275,000	\$275,000	\$275,000	\$0	\$275,000	\$0
<b>TOTAL</b>	<b>\$1,242,407,555</b>	<b>\$1,233,530,995</b>	<b>\$1,233,739,739</b>	<b>\$1,253,581,009</b>	<b>\$11,173,454</b>	<b>\$1,243,479,150</b>	<b>(\$10,101,859)</b>

**Notes:**

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

2) Not all additional dollar amounts requested and/or recommended denote new monies; due to the removal of estimated appropriation authority, some of the increases represent additional spending authority to allow for returns to be expended or to expend existing fund balances, if applicable.

3) The 1% general revenue expenditure restrictions levied against the FY13 institution core TAFP amounts and the \$100,000 expenditure restriction to the State Historical Society were released by the Governor in February 2013, but these funds were not returned to the FY14 institution core appropriations. The release did not include the 10% reduction to the \$3 million allotted to certain four-year institutions to address equity issues in funding per FTE.

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Developmental Education Survey Results  
Coordinating Board for Higher Education  
April 4, 2013

### **DESCRIPTION**

House Bill 1042 (signed into law August 28, 2012), requires “all public two-year and four-year higher education institutions to replicate best practices in remediation.” The CBHE, in turn, is required to identify research-based best practices in remediation in order to identify and reduce methods in practice that have been found to be “ineffective in preparing or retaining students or that delay students from enrollment in college-level courses.” The MDHE designed and implemented a survey tool to determine current developmental education practices in place at higher education institutions across the state.

### **Background**

In May 2012, the MDHE formed a statewide Taskforce on College and Career Readiness (TCCR). The need for this taskforce was the result of several developing issues over the past several years, including the adoption and implementation of the Common Core State Standards, the decision of DESE to join the Smarter Balanced Assessment Consortium (SBAC), and the passing of HB 1042 requiring Missouri institutions of higher education to put into practice “best practices” in remedial education.

In September 2012, the TCCR supported the development of a survey to determine what developmental education looks like and what best practices are currently in place in higher education institutions in Missouri. The results of this survey were to help the taskforce move forward with developing an informed policy on best practices in developmental education.

With the TCCR’s support, MDHE staff developed a mixed methods survey to send to each higher education institution in Missouri specifically asking about multiple topics regarding developmental education. The survey included information on placement, philosophy, programs, courses, non-coursework, data, defining developmental education and best practices. Survey development was based on both research into current practices and theory in developmental education, best practices identified by the commissioned report from MPR Associates, Inc., and a placement survey created by the National Assessment Governing Board.

MDHE staff sent the survey electronically to both public and independent institutions on October 15, 2012; the institutions were asked to complete the survey and return it to the MDHE by October 31, 2012. The official survey was conducted via email in order to better facilitate data collection.

Coordinating Board for Higher Education  
April 4, 2013

### **Current Status**

Forty of fifty-three institutions completed the survey, including all two-year and four-year public institutions as well as thirteen independent institutions. Because of the comprehensive nature of the survey and a lack of consistency in defining developmental education, many institutions were unable to complete the survey in the timeframe provided. The majority of institutions responded to the survey within one month of the deadline, with the final responding institutions completing the survey by the end of December. Once survey results were returned, MDHE staff began cleaning and analyzing the data, providing updates and preliminary findings to the TCCR as sections of the survey data were finalized.

In February, following data cleaning, MDHE staff sent survey results and additional questions of clarification to the reporting representative of each responding institution. These representatives were asked to verify the results and provide answers to questions posed regarding their responses. Because of unforeseen circumstances, such as winter weather, responses to these requests were delayed. As of the printing of this board book, 36 of the 40 institutions have completed the verification and clarification process. Because all institutions have not been able to verify results, a full report of survey results will not be submitted to the CBHE until the June meeting. In the meantime, a draft of the report will be finalized once all verifications have been submitted which will then be shared with the TCCR, CAOs, and institutional presidents for comment. The MDHE will submit a final report to the CBHE at the June meeting.

Based on the data received thus far, 36 of the 40 responding institutions reported that they offer some form of developmental education. Of the four institutions responding that they do not offer any developmental education, two are public institutions and two are independent institutions. The majority of institutions reported having various support services in place for all students, including developmental education students, and offer specific courses tailored to the needs of students needing remediation. Analysis also highlighted the need for the TCCR to clearly define developmental education as part of their policy development; survey results highlighted much confusion and potential contradiction based on different understandings of the terms ‘developmental education’ or ‘remediation.’

### **Significance of the Dual Credit Survey**

HB 1042 charged the CBHE with ensuring that public higher education institutions are replicating best practices in developmental education. Determining what best practices are already in place and how these are defined was a necessary first step in completing such a charge, which necessitated the development of a survey. In addition to the charge placed on the CBHE by HB 1042, research is consistently highlighting the need to improve remediation and graduation rates in an effort to increase educational attainment. The information collected in this survey will be essential in the work to ensure both access and quality. This information has also proved very helpful to the TCCR in their work to develop policy on remediation as well as provide advisory assistance in the MDHE’s work with the Smarter Balanced Assessment Consortium as we collaborate with DESE to implement the Common Core State Standards.

### **STATUTORY REFERENCE**

Section 173.005(6), RSMo, Responsibilities of the Coordinating Board

**RECOMMENDED ACTION**

This is an information item only.

**ATTACHMENT(S)**

None.

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Student Loan Program Update  
Coordinating Board for Higher Education  
April 4, 2013

### DESCRIPTION

The purpose of this item is to update the CBHE about the outlook and activities of the MDHE student loan guaranty agency.

#### Sequester

Across the board spending reductions required by the Budget Control Act of 2011, often referred to as the sequester, have the potential to impact a number of federal financial aid programs. Although the Federal Pell Grant Program is specifically exempted from sequestration cuts, most other federal aid programs are likely to feel the affect of sequestration. Federal agencies, including the U.S. Department of Education, are currently working to identify and issue communication about the affects sequestration will have on the programs they administer. MDHE has had informal communication with USDE regarding the possibility of a reduction or delay in the remittance of fees owed to the MDHE guaranty agency by the USDE. So far, USDE indicates that the sequestration cuts should not impact guaranty agency fees, but USDE has not formally acknowledged that position.

#### Future of MDHE Guaranty Agency

Over the last two months, Student Loan Capital Strategies, LLC, a student loan consulting firm, has been working with guaranty agency staff in order to analyze future scenarios for the guaranty agency. SLCS will finalize their analysis over the next few weeks and will share the results of their work with MDHE staff and the CBHE for use in decision making.

#### FAFSA Frenzy<sup>1</sup>

FAFSA Frenzy events took place at more than 50 locations across the state during February and March. At these events, more than 600 volunteers helped students and families complete a Free Application for Federal Student Aid, which is the application for most federal and state student financial assistance programs. Although project coordinators are still compiling the 2013 data, preliminary numbers indicate that nearly 1,500 students filed a FAFSA during the events.

### RECOMMENDED ACTION

This is an information item only.

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<sup>1</sup> FAFSA Frenzy, a program of College Goal Sunday<sup>SM</sup>, is offered in Missouri through partnerships between the Missouri Department of Higher Education (MDHE) with the Missouri Association of Student Financial Aid Personnel (MASFAP), the Missouri Higher Education Loan Authority, the Lumina Foundation for Education, and USA Funds to assist students and families in completing the Free Application for Federal Student Aid (FAFSA). The College Goal Sunday<sup>SM</sup> program was created by the Indiana Student Financial Aid Association (ISFAA) with funding from Lilly Endowment, Inc., and with supplemental support from the Lumina Foundation for Education.

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Joint Committee on Education Funding Model  
Coordinating Board for Higher Education  
April 4, 2013

### **DESCRIPTION**

Over the past year, the Missouri General Assembly has been engaged in a study concerning higher education funding and the development of a new model for funding higher education in the state. This board item is intended to provide background concerning that process and information about the current status of this effort.

#### **Background**

Near the end of the 2012 legislative session, HB 1731 was enacted, directing the Joint Committee on Education to develop “a comprehensive funding formula for Missouri public higher education” institutions. Over the past year, the joint committee has undertaken that arduous task, with the following objectives:

- Provide a rational basis for core funding
- Provide incentives for performance outcomes
- Invest Missouri’s financial resources to support Missouri’s goals for higher education.

The committee held three hearings to take public testimony from a range of individuals and organizations with an interest in higher education funding. This included college and university administrators, faculty, higher education associations and the MDHE. In addition, comment was solicited in response to the release of each draft of the report produced by the committee. The final report was released on February 26, 2013. A copy of that final report is included as an attachment to this board item.

#### **Senate Bill 437**

With the introduction of this legislation in February, the joint committee’s proposed model was converted to statutory structure and language. The provisions of the bill closely follow the model described in the joint committee’s final report.

The proposed model states that institutions will be funded based on both costs and outcomes. On the issue of cost, the model begins with a calculation of the institutions' core operational expenditures, which are divided into six categories. Missouri institutions would be classified in different sectors using, in part, the Carnegie Classification system. The expenditures of similarly classified institutions in ten peer states, the five states next higher than Missouri and the five states next lower than Missouri based on a rank-ordering of all states according to the Bureau of Economic Analysis, are then used to establish a sector-specific modifiers.

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April 4, 2013

For four-year institutions and Linn State Technical College, the state share of the operating budget estimate would be the sum of the institution's totals for the six expenditure categories multiplied by the sector-specific modifier. The same calculation would be used for two-year institutions except that any community college that receives local revenue would have fifty percent of local revenue subtracted from the subtotal.

All courses completed at an institution are weighted in the legislation, based on their discipline and level, and divided into clusters for purposes of making Instruction Category calculations. All calculations would use a three year rolling average. The bill would remove the community college resource allocation model from statute and require that each community college's state funding be calculated separately using the new funding model. If an institution's funding as calculated by the model is less than what the institution receives under the current method of state funding, the institution would receive ninety-eight percent of previous year's funding until such time as the institution is on the model.

Ten percent of each public institution's state appropriation as calculated using the model would be set aside as performance funding. The amount of performance funds earned by an institution will be in proportion to the number of performance measures it meets.

### **Role of the Coordinating Board**

The Coordinating Board and the MDHE are assigned responsibility for the operation and oversight of several components of the proposed model. Those components are listed below. While some of these responsibilities have been addressed previously, those decisions may need to be revisited based on the differences between this proposal and the existing CBHE Performance Funding Model.

- Develop and adopt the measures to be used within the performance funding component specific to this model by January 1, 2014. The measures must be reviewed and updated every five years.
- Choose the peer institutions for use in calculating funding for Linn State Technical College.
- Review and approve institutions course classification and numbering.
- Assign weights to disciplines not explicitly addressed in the statute.
- Conduct five-year reviews of the disciplines, clusters, and weighting and recommend changes to the General Assembly.
- Confirm institutional performance levels and release funds from the "Higher Education Performance Fund" to institutions based on meeting performance goals.
- Adopt rules and regulations necessary to implement the funding model.
- Consult with the Joint Committee on Education every five years on the functionality of the funding model.

## **Concerns**

From the outset, the MDHE has expressed concerns about certain aspects of the proposed model, and now the proposed legislation. Those concerns include the following:

- The primary incentive imbedded in the core calculation process is enrollment growth. Any viable model must account for institutional enrollment and recruitment and retention of underserved populations remain crucial to achievement of current attainment goals. However, the proposed model fails to balance these facts with the need to focus greater attention on institutional efficiency and quality maintenance over growth.
- The current model, based on higher education funding in peer states, would require \$389 million in new funds in order to reach the point of “full funding.” The infusion of that magnitude of new funding is unlikely in the foreseeable future. Unfortunately, the model does not provide clear guidance concerning the distribution of funds at less than full-funding. Without greater clarity on this point, the model would likely result in continued controversy over the equitable allocation of funds among institutions and fail to achieve the objective of establishing a rational basis for the appropriation of core funding.
- The structure of the performance funding component, coupled with the unlikelihood of significant new money, results in this component operating as a “lose-only” proposition. Not only does this upend the positive reinforcement that is generally considered crucial for successful performance funding systems, it runs directly counter to the consensus reached across public higher education as adopted by the Coordinating Board and contained in the FY14 budget request from the department and the Governor’s office.

## **Conclusion**

By its very nature, a higher education funding formula is complex. In addition, the difficulties of transitioning from one system of funding to another invariably raise concerns about impact on both the individual institutions and the system of higher education. While these decisions impact institutions most directly, the statewide viewpoint of the Coordinating Board and MDHE are crucial to the development of a workable model with broad support within higher education. To that end, MDHE staff will remain engaged in this debate and are committed to seeking an outcome that bridges institutional needs with the goals and objectives of the Coordinating Board.

## **STATUTORY REFERENCE**

Section 163.191 RSMo, CBHE statutory responsibility to develop and appropriations request for community colleges

Sections 173.005.2.(2), 173.040.(3), and 173.040.(5), RSMo, CBHE statutory responsibility to establish guidelines for appropriation requests and to recommend a budget for each state supported university.

Section 173.005.2.(7) RSMo, CBHE statutory responsibility for gather data from state-supported institutions.

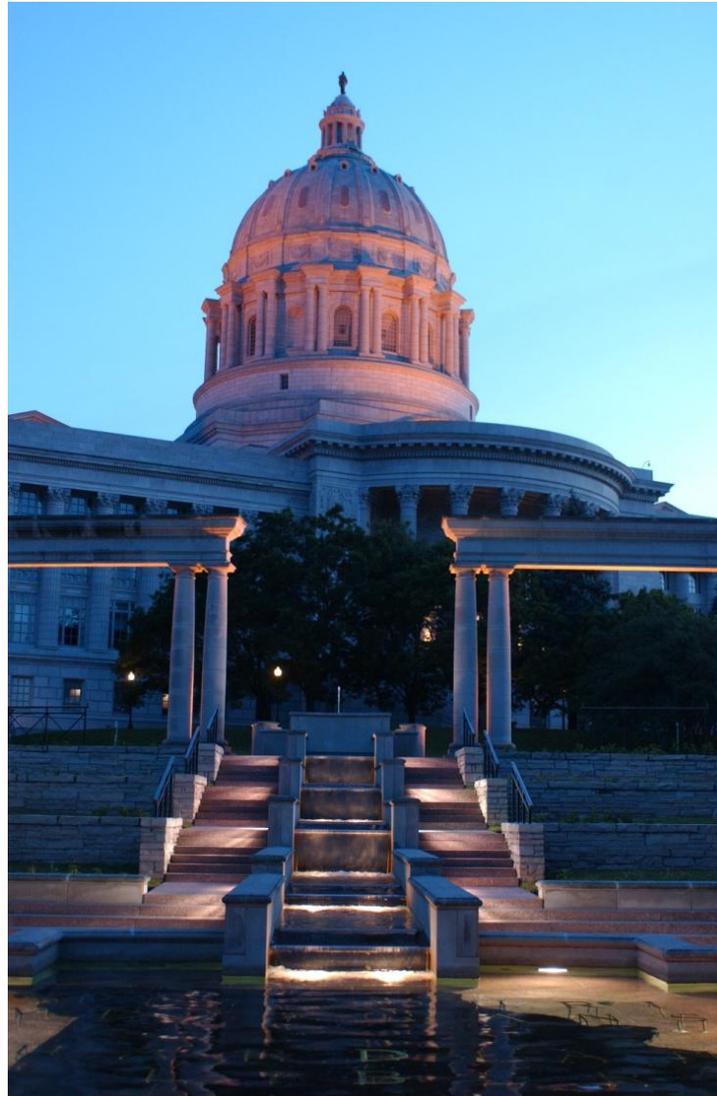
**RECOMMENDED ACTION**

This is an information item only

**ATTACHMENT**

A Funding Model for Higher Education in Missouri, Final Report Submitted to the General Assembly by the Joint Committee on Education, February 26, 2013.

# A FUNDING MODEL FOR HIGHER EDUCATION IN MISSOURI



Final Report  
Submitted to the Missouri General Assembly  
by the  
Joint Committee on Education

February 26, 2013



**Joint Committee on Education**

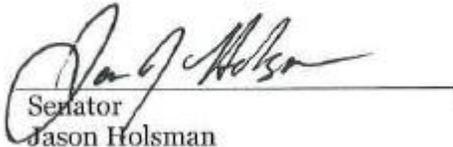
Rm. 502, State Capitol Building  
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Senator  
David Pearce, Chair



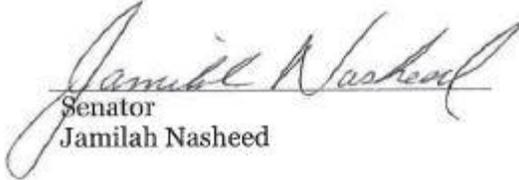
Representative  
Mike Lair



Senator  
Jason Holsman



Representative  
Ira Anders



Senator  
Jamilah Nasheed

Representative  
Steve Cookson



Representative  
Ron Hicks

Senator  
Brian Nieves



Senator  
Gary Romine



Representative  
Bonnaye Mims



Senator  
Scott Rupp



Representative  
Genise Montecillo

Senator  
Kurt Schaefer



Representative  
Mike Thomson

## **Executive Summary**

HB 1731 (2012) directed the Joint Committee on Education to develop a model for appropriating funds to public higher education institutions. The committee undertook the charge by framing the discussion around priorities, goals, and accountability.

Development of the proposed model was done with a knowledge of Missouri's history of higher education funding, funding disparities, and past efforts to reform funding practices. In addition, Missouri is one of many states with previous experience using performance funding and a resurgence in interest in funding strategies that emphasize institutional outcomes over inputs.

This model was informed by numerous sources including recent initiatives of the higher education institutions and the Department of Higher Education; research from academia, national education policy organizations, and national higher education organizations; archived documents from previous commissions and taskforces; and public testimony given at the Joint Committee on Education Fall 2012 hearings; and public comment submitted on drafts of the proposal.

The model considers the adequacy of core appropriations to the institutions as well as performance outcomes demonstrating that institutions are meeting the needs of the state. Missouri institutions are divided into sectors by Carnegie classification, and public institutions in ten states with a per capita personal income level closest to Missouri were used as peer institutions. Cost estimates for core expenditures are calculated in standard expenditure categories of instruction, research, public service, academic support, student services, and institutional support. All but research are calculated using comparative data from peer institutions.

Performance measures are incorporated into the model through the use of completed course hours in the calculation of instructional costs, as well as through the performance funding goals and metrics developed by the higher education institutions as members of a performance funding taskforce.

The model acknowledges both the collective and mission-specific contributions that institutions make to the educational and economic well-being of Missouri. The model provides a rational basis for the appropriation supporting operational expenditures and provides incentives to institutions to meet goals and sustain excellence.

## Introduction

Throughout the 2012 session and prior, discussions of higher education funding within the General Assembly have addressed state financial support of higher education institutions, current and past funding levels, institutional missions, and performance outcomes.

HB 1731 (2012) charged the Joint Committee on Education with developing “a comprehensive funding formula for Missouri public institutions of higher education by December 31, 2013. The General Assembly shall implement a funding formula beginning in fiscal year 2015.”<sup>1</sup>

The Joint Committee on Education held three hearings in Fall 2012 at which public testimony was presented. The committee heard from university and college presidents, university faculty, higher education association directors, and Department of Higher Education staff. The testimony of witnesses covered a range of issues and informed the development of the proposed funding model. (See Appendix A for a complete list of witnesses.) An initial draft of the proposal was presented on December 10, 2012, and the committee requested public comment through December 31.<sup>2</sup> A revised draft and simulation of funding needs was presented on February 4, 2013. The committee again requested public comment on the revised proposal through February 11.<sup>3</sup> Information from the hearings and public comment periods was incorporated into the final report.

## Objectives

Postsecondary education serves numerous purposes in the advancement of knowledge from targeted vocational training to cultivating the next generation of leaders and innovators in broad courses of study. Beyond educating students, higher education institutions contribute to the state through research, entrepreneurial endeavors, community support, and partnerships with industry.

The objectives for a comprehensive approach to state funding of higher education institutions are to

- Provide a rational basis for core funding.
- Provide incentives for performance outcomes.
- Invest Missouri’s financial resources to support Missouri’s goals for higher education.

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<sup>1</sup> SS SCS HCS HB 1731 (2012).

<sup>2</sup> Comments were submitted by Linn State Technical College, Missouri State University, Missouri Western State University, Truman State University, University of Missouri System, Missouri Community College Association, Council on Public Higher Education, and Missouri Department of Higher Education.

<sup>3</sup> Comments were submitted by Lincoln University, Linn State Technical College, Missouri State University, Truman State University, University of Central Missouri, University of Missouri System, Missouri Community College Association, Council on Public Higher Education, and Missouri Department of Higher Education.

Policy experts recommend that states' higher education funding strategies should have strong ties to state policy and economic development goals, focus on outcomes, and be easily understood and accessible to interested parties (Wall, Frost, Smith, & Keeling, 2008). In 2010, the Educated Citizenry 2020 Committee released a report outlining the goals necessary for preparing a well-educated, well-prepared citizenry for the future of Missouri. One of the committee's stated goals was to increase attainment of postsecondary degrees and credentials to 60% for all adults. Achieving this goal requires increased retention and graduation rates, as well as engaging a broader range of students.

In addition, HB 1042 (2012) called for improved practices in remediation, a core course library to facilitate smoother transfers between institutions, and a policy to support reverse transfers, which will all contribute to increased numbers of Missourians with postsecondary degrees and credentials.

The public hearings held in Fall 2012 provided an opportunity to begin a dialogue on higher education funding from a fresh perspective. To shift the paradigm, the committee directed testimony to establishing priorities and targeting the subsidy the state provides to higher education institutions to incentivize the outcomes that are most beneficial to the state.

A Missouri model for funding higher education institutions should reflect the values and principles that provide answers to these questions:

- What are the essential functions of higher education?
- What are the similarities and differences in the role of higher education institutions from the various sectors?
- What are the shared goals of the institutions? What are their unique goals?
- How can higher education institutions most effectively contribute to Missouri's educational and economic policy goals?
- What are the indicators that higher education institutions are serving Missouri well?

At each of the hearings, institution presidents highlighted many of the accomplishments of their institutions both as contributions to statewide goals and fulfillment of their unique missions<sup>4</sup>. Even in those institutions with similar missions, each institution must work to meet the needs of the population it serves. For example, Dr. Marsha Drennon, president of State Fair Community College, and Dr. Mark James, president of Metropolitan Community College, made a joint presentation to the committee in order to highlight the differences between rural and urban community colleges and how they serve the needs of their communities.

Dr. Troy Paino, president of Truman State University, emphasized that as Missouri's public statewide liberal arts institution, TSU serves a vital role in cultivating leaders,

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<sup>4</sup> Six institutions have specific missions in state statute. (See Appendix B for a list of those institutions and missions.) Other institutions' missions have been formalized through approval by the CBHE.

problem solvers, and producers of new knowledge. Dr. Paino identified developing minds, increasing personal and social responsibility, and strengthening the economy as essential to TSU's mission.

The hearings also highlighted the breadth and depth of the role of higher education institutions. In testimony to the committee, University of Missouri System President Tim Wolfe told the committee that UM's hospitals and clinics annually provide the state with \$60 million in unreimbursed healthcare. ABC Laboratories, anchor for the Discovery Ridge research park south of Columbia, was founded by an MU professor and currently employs 367 people. University of Missouri Extension Centers operate in all Missouri counties and assist communities with health, education, and public safety.

Dr. Bruce Speck, president of Missouri Southern State University, testified to many of the accomplishments of MSSU and the successes of MSSU graduates. Dr. Speck wrote in the closing to his written testimony: "In my estimation, not only has higher education in Missouri served the state well in the past, but also the state relies upon higher education to continue serving the intellectual, economic, social, and cultural needs of the future...Providing students with an education is an opportunity for students to improve their lives, and we are improving the lives of Missourians one student at a time."

Further, the hearings revealed the varying perspectives among the institutions on how best to divide the state appropriation to higher education institutions. Dr. Brian Long, then Executive Director for the Council on Public Higher Education, told the committee that COPHE members support performance funding and agree with the recommendations of the Higher Education Performance Funding Taskforce. (A complete description of the charge to the taskforce is included on page 4.) Dr. Chuck Ambrose, president of the University of Central Missouri, said in his testimony that UCM "wants to be resourced up against our results." Community college presidents also expressed support of performance funding. Dr. Neil Nuttall, president of North Central Missouri College, noted that many of the performance measures Missouri community colleges elected to use in the HEPF Taskforce report were based on participation in the National Community College Benchmarking Project.

However, COPHE members were not in unanimous agreement on the appropriation for core budgets, specifically any new revenue not directed to performance funding. Discussion among the members continues to focus on "perceived inequitable base funding, significant enrollment changes, program mix, and mission related costs" (Dr. Brian Long, written testimony). Dr. Robert Vartabedian, president of Missouri Western State University, stated in his written testimony: "[I]n those years institutions receive additional state funding, it is provided in the form of a percentage increase to a base appropriation for each institution. In theory, that makes sense. In reality, it creates a growing chasm between those institutions with large base appropriations and those...with smaller bases."

## Recent History of Higher Education Funding in Missouri

Missouri's current practice of appropriating incremental increases to an institution's prior year appropriation has not evolved with institution-specific changes either in terms of inputs (e.g., increased enrollment) or outcomes (e.g., increased degree completion).

Missouri first introduced performance funding nearly 20 years ago. In the mid 1990s following the work initiated by Dr. Charles McClain, then Commissioner of Higher Education, as well as the recommendations of the Missouri Business and Education Partnership Commission and the Taskforce for Critical Choices in Higher Education, Missouri introduced two new funding strategies: Mission Enhancement Funding and Funding for Results (Dougherty, Natow, Hare, Jones, Sosanya M., & Vega, 2011; Missouri Business and Education Partnership Commission, 1991; Taskforce on Critical Choices for Higher Education, 1992).

These programs were funded in conjunction with the informal process for calculating an institution's core budget request to the legislature. Neither the core calculation method nor the performance initiatives were codified in statute. The Funding for Results appropriation peaked at 1.6% of the state funding to higher education institutions. Both initiatives were abandoned by the early 2000s for lack of revenue, and budget requests since have been based on uniform incremental adjustments to the previous year's funding (Dougherty et al., 2011).

Interviews with key stakeholders at the time of implementation of Funding for Results revealed that higher education institution officials found the support for performance funding "ranged between mildly supportive to decidedly negative" (Dougherty et al., 2011, p. 28). Those who resisted performance funding saw it as an intrusion on their academic autonomy, a threat to the core appropriation to which they had become accustomed, and a bureaucratic requirement that did not fully acknowledge the contributions of individual institutions (Dougherty et al., 2011).

SB 389 (2007) directed the Coordinating Board for Higher Education to submit a new model for funding higher

### Higher Education Funding in Missouri, 1989-2012

**1989** – Commissioner of Higher Education Charles McClain directs DHE staff to research and review the concept of performance funding.

**1991** – Missouri Business and Education Partnership Commission report recommends utilizing performance funding mechanisms.

**1992** – Taskforce on Critical Choices for Higher Education report recommends that CBHE budget requests incorporate incentives for performance and apply targeted funds to mission-related initiatives and improvements in institutional performance.

**1994** – Funding for Results performance funding is implemented, and funding is appropriated through 2002.

**1997** – Mission Enhancement Funding is implemented, and funding is appropriated through 2002.

**1998** – Missouri Commission on the Affordability of Higher Education is established.

**2002** – House Subcommittee on Appropriations – Higher Education Funding Equity is established. Public hearings held. No final report filed.

**2007** - Governor Blunt offers a three-year plan to increase funding to higher education by \$112 million (12.6%) over 3 years. Increases were funded in FY08 and FY09. FY10 higher education appropriation remains flat per a tuition freeze agreement between Governor Nixon and the higher education institutions

**2007** – SB 389 enacted. Requires CBHE to develop a new funding model to submit to JCED by August 2010.

**2007** – CBHE/MDHE convenes the Higher Education Funding (HEF) taskforce.

education to the Joint Committee on Education by August 28, 2010.<sup>5</sup> Following the passage of SB 389, a workgroup of COPHE members wrote a series of white papers which utilized standard education and related expenditure categories. At the same time, DHE convened a Higher Education Funding Taskforce. The final report of the HEF Taskforce presented a funding approach that merges expenditure categories and creates weighted full-time equivalent student enrollments which seek to remedy funding differences primarily in terms of enrollment changes over time. According to the report “funding gaps” in institutions’ core funding would be remedied only with additional revenue beyond the previous year’s appropriation plus inflationary increase. The HEF Taskforce recommendation called for 96-98% of funding to be based on core funding with the remaining 2-4% divided between strategic initiatives and performance funding. The HEF model was conditioned on additional new revenue which was not appropriated.

In 2010, Governor Jay Nixon hosted a Higher Education Summit for leaders of Missouri’s higher education institutions. In his opening address he identified four key areas on which he asked institution leaders to focus: attainment, academic program review, cooperation and collaboration, and funding. In his remarks on funding, he called for reevaluating the HEF model submitted in 2008 in favor of a funding model focused on outcomes rather than inputs (“Governor Nixon’s Remarks at Higher Education Summit Dinner,” 2010).

The CBHE convened the HEPF Taskforce to develop a revised model. The final report of the taskforce, approved by the CBHE in April 2012, recommended that no part of the current core appropriation be dedicated to performance funding. They recommended that any new revenue be divided so that half would be attributed to inflationary increases and half would be directed toward performance funding, not to exceed 3% of core funding. Each year any inflationary increases and performance funding would be added to the previous year’s core so that each year performance funding would be predicated on only new revenue (Coordinating Board for Higher Education, 2012).

**2008** – HEF taskforce submits report to CBHE. HEF recommendation was for an approach which would guarantee 96-98% of the previous year’s funding plus inflation. Upon the legislature appropriating funds to meet that requirement, additional new funding would be directed toward strategic initiatives and performance funding, in that order of priority. Implementation of the HEF recommendations was predicated on new funding which was not appropriated.

**2010** – HEF Taskforce report presented to JCED per SB 389 (2007).

**2010** – Governor Nixon holds first Higher Education Summit and charges higher education institutions with revising current funding approaches and the 2008 HEF proposal. Governor Nixon said the 2008 proposal would “*need a second look and possible revision...it needs to put more emphasis on specific institutional missions and performance and less on existing costs.*”

**2010** – CBHE/MDHE convenes the Higher Education Performance Funding Taskforce.

**2011** – MDHE presents SB 389 (2007) performance measures to Joint Committee on Education. Concurrently, the HEPF Taskforce works to develop a different set of metrics.

**2012** – HEPF Taskforce submits final report to the CBHE recommending that performance funding be based on only new revenue which will not be considered part of core funding and which will not exceed 3%.

**2012** – HB 1731 charges the Joint Committee on Education with developing a comprehensive funding model for higher education.

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<sup>5</sup> Section 160.254.4(9), RSMo.

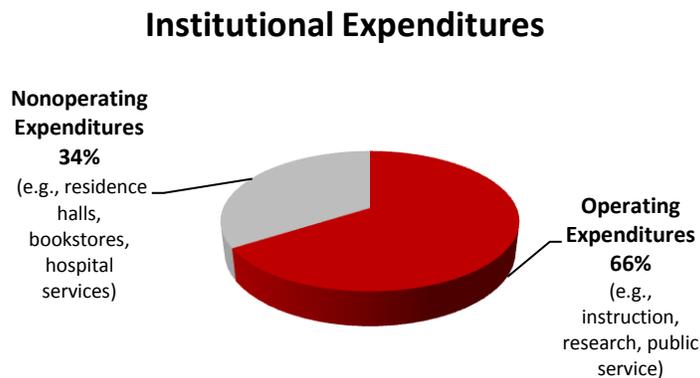
## Model Considerations and Variables

While a Missouri higher education funding model will be developed to support the state's goals, several common criteria are prevalent in research articles and reports on higher education funding models. According to the research, a good model will be

- Clear and easily understood both conceptually and technically.
- Unbiased in relation to quantifiable factors.
- Responsive to the unique needs and missions of institutions.
- Valid, reliable, and consistent.

A model should be responsive to institutional differences without overcompensating for them. In addition some desired elements of a model may naturally have some degree of conflict (e.g., simplicity versus equity, flexibility versus stability). Therefore, a key consideration is balance (Layzell, 2007; McKeown-Moak, 1999).

Additionally, an institution's complete revenue needs are not meant to be captured by a funding model. Nor is it the expectation that the state is responsible for meeting 100% of an institution's revenue needs. In public four-year institutions in the United States, operating expenditures account for an average of 66% of an institution's overall expenditures. In public two-year colleges, the operating expenditures represent 79%.<sup>6</sup>



In a model that considers costs, a critical component is identifying the variables that will give the most accurate indication of operational needs. Although quantitative measures may not account for the quality of individual programs across or within institutions, a good funding system is designed with an awareness of the different sectors, institutional

missions, and student population. A funding model that distinguishes between classifications of institutions based on variations in mission and program offerings will result in different average per pupil funding levels at institutions, but it supports vertical equity—the unequal treatment of unequals (McKeown & Layzell, 1994). Because of the variation in expenditures across sectors within higher education, a reasonable component to incorporate into a funding model would be calculations that utilize an institution's peers within a sector and would not make unreasonable or unfair comparisons across sectors.

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<sup>6</sup> National Center for Education Statistics based on 2006-07 data, the most current year of final national data reported.

## Performance Funding

In addition to cost-based approaches to funding, a number of states have tried some degree of performance funding for higher education. Few have been able to sustain the practice most often due to a lack of funding, resistance from institutions, or loss of support from key stakeholders. With lack of funding, not only was the issue that the percentage of performance funding was small—typically less than five percent of funds allocated to higher education institutions—but the funding was considered supplemental to core funding making it easier to eliminate in difficult budget times. Performance funding is also more vulnerable to budget cuts when it is a budget proviso not codified in statute (Bogue & Johnson, 2010; Carey & Alderman, 2008; Dougherty & Natow, 2009; Layzell, 2007).

### Developing a Missouri Funding Model

While Missouri is not alone in its renewed interest in performance funding, many of the states pursuing more aggressive performance funding models have an established history of some methodology for funding higher education. Missouri has operated on primarily a base plus model for several decades. That, coupled with Missouri's decentralized statewide governance of higher education, has allowed for institutions to grow enrollments and alter missions in very different ways resulting in considerable variation in core funding.

Before Missouri can look exclusively to performance outcomes to determine state aid to institutions, there must be a reasonable level of confidence that the base level of support is guided by sound rationale and is calculated to reflect the current mission of an institution and the population of students the institution serves.

To that end, the core operational expenditures of Missouri's institutions may be calculated on a combination of outcomes and costs. Six categories of common core operational expenditures are widely used in higher education: instruction, research, public service, academic support, student support, and institutional support (McKeown & Layzell, 1994)<sup>7</sup>. Core operating expenditures do not include such things as hospitals, auxiliary enterprises, residence halls, bookstores, or other revenue-generating operations. (See Table 1.)

Instruction represents the largest percentage of education and related expenditures. For states that incorporate instruction expenditures into their funding models, distinguishing instructional costs by level and discipline of course hours delivered is a common practice (McKeown & Layzell, 1994; McKeown-Moak, 1999; Mullin & Honeyman, 2008).<sup>8</sup> The National Center for Higher Education Management Systems

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<sup>7</sup> Prior to FY2010, there were seven primary expenditure categories. In FY2010, the previous category of Operations and Maintenance was absorbed into the other six categories.

<sup>8</sup> In many other countries, tuition and fees vary based on degree program. In at least fourteen Organization for Economic Cooperation and Development (OECD) countries, higher education institutions charge differentiated tuition rates based on higher costs of operating some programs. In other OECD countries, tuition and fees are lowered in high demand areas to attract students to those fields (OECD Publishing, 2012).

and the Delaware Cost Study have presented methods for creating a matrix by which to weight levels and disciplines.

A simple way to shift the focus from input to outcome in the category of instruction is to use end-of-semester enrollment (i.e., completion) to determine weighted student credit hours. In the proposed model sector peers are defined as public institutions in the same broad Carnegie 2010 Basic Classification in the five states above Missouri and five states below Missouri in per capita personal income as measured by the U. S. Bureau of Economic Analysis. (See Appendices C and D for additional demographic and finance information on state finance and sector categories.)

Linn State Technical College serves a unique role in Missouri as the only statewide associate's degree-granting institution offering exclusively technical programs. Because of the state's identification of LSTC as a sector separate from other Missouri associate's degree institutions, LSTC has a peer group of institutions with similar missions, degree programs, and credentials offered.

The weights used for student credit hours were derived from the matrix developed by the COPHE workgroup in 2007 which was based on data from the Delaware Cost Study and the research of Howard Bowen. (See Appendix E.)

Reaching the goal of 60% of the adult population of Missouri having a postsecondary degree or credential will require extending opportunities beyond the current student population. For those institutions whose low-income student population exceeds the threshold derived from sector peers, a scaled weighting will be applied to the instructional category total.<sup>9</sup>

To minimize fluctuation calculations in core operational expenditure categories should be based on three-year rolling averages using final data from the Integrated Postsecondary Education Data System (IPEDS)<sup>10</sup>. Because of changes in the way IPEDS data are reported, FY2015 calculations would use final data from FY2010 and FY2011. For FY2016 and beyond, three-year rolling average would be used. The student credit hour weights for discipline and level should be reevaluated every five years and any necessary adjustments made.

As noted previously, the state subsidy to higher education institutions is only one source of revenue. Therefore the state will not seek to subsidize the full estimated operating budget of the institutions. The state share of the operating budget will be determined by using a multiplier derived from the state appropriation as a percentage of operating expenditures according to sector peers. (See Table 2.)

Should the funding model calculation result in an amount lower than the appropriation provided to an institution in FY2014, the institution would be eligible to receive 98% of

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<sup>9</sup> The percentage of enrolled undergraduate students who are eligible for a federal Pell Grant will be used as the measure of low-income. The percentage by which an institution exceeds the sector threshold will be the additional weight added to calculated instructional costs.

<sup>10</sup> IPEDS is a part of the National Center for Education Statistics overseen by the U.S. Department of Education.

the FY2014 appropriation, provided all performance measures are met. In the following year, an institution's model calculation will be compared to 98% of the FY2014 funding level, and the institution will be funded at whichever is higher. In all subsequent years, the model calculation will be compared to 98% of the previous year's 98% until all institutions reach the point of the model calculation being the higher amount.

**Table 1. Core Operational Expenditures**

	Expenses Covered	Calculation
Instruction	Faculty salaries and benefits, office supplies, academic department administration, plus research and public service not separately budgeted	<p><i>Instruction = Standardized rate per credit hour × weighted student credit hours</i></p> <p><i>(Instruction expenditures ÷ unweighted credit hours for each institution within a sector. Sector median used as the standardized rate.)</i></p> <p><i>Final Instruction Calculation = Instruction calculated total × scaled weighting for percentage of low-income students.</i></p>
Research	Separately budgeted research and centers	<i>Research = Sponsored research expenditures incurred by the institution in the prior fiscal year × .25</i>
Public Service	Conferences, public broadcasting, community services	<i>Public Service = Median of sector peers' public service expenditures by headcount × institution headcount.</i>
Academic Support	Libraries, computer labs, museums, dean's offices	<i>Academic Support = ( instruction + research + public service ) × sector peers' median percentage for academic support expenditures relative to sum of instruction + research + public service expenditures.</i>
Student Services	Admissions, registrar, academic advising, career services, financial aid administration, and student activities	<i>Student Services = Median of student services expenditures by headcount for sector peers × headcount for each institution.</i>
Institutional Support	General administrative services, executive management, legal operations, fiscal operations, human resources, data systems, and other central operations	<i>Institutional Support = (Instruction + Research + Public Service + Academic Support + Student Services) × sector peers' median percentage for institutional support expenditures relative to expenditures in the other five categories.</i>

## **Incorporating Performance Funding**

In April 2012, the HEPF Taskforce presented its final report to the Coordinating Board for Higher Education. The recommendations contained within it were the product of 18 months of work by the taskforce. Each institution identified five measures that reflect both statewide, sector-specific, and institution-specific goals and determined the standards and outcomes required to meet each goal. (See Appendix F.) These measures will serve as the performance funding component of the comprehensive funding model. Each of the five measures will be determined as met or not met, therefore allowing for 0, 20, 40, 60, 80, or 100 % of performance funding to be earned.

This model will call for 90% of the state share of the operating budget estimate to be the core appropriation. The remaining 10% will be appropriated contingent upon the number of performance measures met.

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### ***Table 2. Proposed Model Framework***

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#### ***State Share of Operating Budget Estimate<sup>11</sup>***

(Instruction + Research + Public Service + Academic Support + Student Services + Institutional Support)

× sector specific modifier

= State Share of Operating Budget Estimate<sup>12</sup>

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#### ***Incorporating Performance Funding***

90% of the state share of the operating budget estimate will be automatically included in the appropriations request.

The remaining 10% of the state share of the operating budget estimate will be based on performance funding earned (0, 20, 40, 60, 80, or 100%).

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## **Appropriation Using the Funding Model**

Should available revenue be insufficient to meet each institution's calculated state share of the operating budget estimate, any institution whose target funding level does not exceed 100% of the prior year's appropriation will receive a share of new revenue proportionate to the institution's percentage of the overall funding shortfall. For

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<sup>11</sup> Should the state share of the operating budget estimate need to be adjusted to meet available appropriations, 10% of the appropriation will be reserved and appropriated according to performance funding earned.

<sup>12</sup> Community colleges will use the same calculation as above with an adjustment for a portion of local revenue to be deducted from the final calculation.

whatever prorated funding level an institution is eligible to receive, 10% will be distributed based on performance measures met.

### **Other Considerations**

Missouri community colleges currently have a method for distribution of the state appropriation for the sector, but they do not use a funding model to determine the sector's budget request to the state. The proposed higher education funding model determines the amount of the appropriation to community colleges. Provided community college funding continues to be appropriated as one sum, the proposed funding model will not affect the distribution method described in the MCCA formal written agreement from July 2012.

In addition, although institutions' appropriations requests will be determined by the funding model, the final appropriation made to an institution will not delineate specific dollar amounts within expenditure categories. The funding model is intended to give the legislature a basis for the appropriation, not to dictate the way in which funding is spent. In addition, the model will identify target funding levels for the institutions.

Finally, because of the additional weighting added in the instruction expenditure category of the model, the calculated target grand total should not be interpreted as the amount by which Missouri is underfunding institutions. The difference between current appropriations and the model's targets for institutions is best interpreted as a component of the process for determining how to distribute revenue through the model.

### **Note on Community College Local Revenue**

The committee did not have unanimous agreement on the deduction of half of local revenue from the final calculation for the community colleges. Some members noted that the deduction of a portion of local revenue could be a disincentive to voters to support their local community colleges.

Not to consider local revenue as a source of public revenue exclusive to community colleges would call for any new funds to be distributed through the model at approximately double the percentage the community colleges currently receive.

### **Conclusion and Recommendations**

In FY2012, the Missouri General Assembly appropriated \$854 million to thirteen public four-year institutions and fourteen public two-year institutions. For several years, the core appropriation for institutions has been based on historic funding levels with no consideration of an institution's success in fulfilling its mission or its contribution to the goals of the state. In addition, appropriations to institutions in the recent past have not accounted for significant changes to institutions' enrollment or mission. Past efforts at performance funding in Missouri were short lived and were abandoned in difficult budget times and with the loss of key supporters.

The proposed higher education funding model is based on best practices in public policy and identifies an appropriate level of state support to higher education institutions without working specifically to the benefit or detriment of any individual institution or sector.

This comprehensive model draws upon ideas generated by the 2007 HEF Taskforce and incorporates the elements of the performance funding model developed by the 2010 HEPF Taskforce. The model includes both inputs (core operating expenditures) and outcomes (performance measures) and is *not* controlled by historic funding levels and inflationary increases.

The model makes reasonable effort to minimize large shifts in funding by using three-year rolling averages in both core operating expenditure categories and performance funding. Where sector medians are used, the model uses appropriate peer groups for comparison based on a nationally recognized system of classification. Further, the model uses public institutions of higher education in states with a per capita personal income level most comparable to Missouri.

The funding model must carefully balance the complexity needed to reflect the differences in institutions while remaining straightforward and transparent. No model will capture all of the nuanced distinctions between institutions; this model reflects institutional needs based on rational, tangible criteria.

Any reasonable funding model will evolve as the needs of the state, the students, and the institutions change. Therefore, a regular review process involving stakeholders from the General Assembly, CBHE, DHE, and Missouri's public higher education institutions is recommended to ensure that the needs of Missouri's citizens and institutions of higher education continue to be met.

## Appendix A – Public Hearing Witness List

<b>September 25, 2012</b>		<b>North Central Missouri College, Trenton</b>
<b>Witness</b>	<b>Title</b>	<b>Affiliation</b>
Paul Wagner	Deputy Commissioner	Department of Higher Education
Zora Mulligan	Executive Director	Missouri Community College Association
Neil Nuttall	President	North Central Missouri College
Troy Paino	President	Truman State University
John Jasinski	President	Northwest Missouri State University

<b>October 23, 2012</b>		<b>University of Central Missouri, Warrensburg</b>
<b>Witness</b>	<b>Title</b>	<b>Affiliation</b>
David Russell	Commissioner	Department of Higher Education
Paul Wagner	Deputy Commissioner	Department of Higher Education
Brian Long	Executive Director	Council on Public Higher Education
Charles Ambrose	President	University of Central Missouri
Robert Vartabedian	President	Missouri Western State University
Connie Hamacher	Interim President	Lincoln University
Zora Mulligan	Executive Director	Missouri Community College Association
Mark James	Chancellor	Metropolitan Community College
Marsha Drennon	President	State Fair Community College
Cheryl Riley	President	Faculty Senate, University of Central Missouri

<b>November 14, 2012</b>		<b>Missouri University of Science &amp; Technology, Rolla</b>
<b>Witness</b>	<b>Title</b>	<b>Affiliation</b>
Tim Wolfe	President	University of Missouri System
Albert Walker	President	Harris-Stowe State University
Clif Smart	President	Missouri State University
Bruce Speck	President	Missouri Southern State University
Ken Dobbins	President	Southeast Missouri State University
Jon Bauer	President	East Central Missouri College
Don Claycomb	President	Linn State Technical College
Myrtle E.B. Dorsey	Chancellor	St. Louis Community College

## **Appendix B – Institutions with a Statutory Mission**

### **Linn State Technical College**

Section 178.636, RSMo.

1. Linn State Technical College shall be a special purpose institution that shall make available to students from all areas of the state exceptional educational opportunities through highly specialized and advanced technical education and training at the certificate and associate degree level in both emerging and traditional technologies with particular emphasis on technical and vocational programs not commonly offered by community colleges or area vocational technical schools. Primary consideration shall be placed on the industrial and technological manpower needs of the state. In addition, Linn State Technical College is authorized to assist the state in economic development initiatives and to facilitate the transfer of technology to Missouri business and industry directly through the graduation of technicians in advanced and emerging disciplines and through technical assistance provided to business and industry. Linn State Technical College is authorized to provide technical assistance to area vocational technical schools and community colleges through supplemental on-site instruction and distance learning as such area vocational technical schools and community colleges deem appropriate.

2. Consistent with the mission statement provided in subsection 1 of this section, Linn State Technical College shall offer vocational and technical programs leading to the granting of certificates, diplomas, and applied science associate degrees, or a combination thereof, but not including associate of arts or baccalaureate or higher degrees. Linn State Technical College shall also continue its role as a recognized area vocational technical school as provided by policies and procedures of the state board of education.

### **Missouri Southern State University**

Section 174.231. 1., RSMo.

On and after August 28, 2005, the institution formerly known as Missouri Southern State College located in Joplin, Jasper County, shall be known as "Missouri Southern State University". Missouri Southern State University is hereby designated and shall hereafter be operated as a statewide institution of international or global education. The Missouri Southern State University is hereby designated a moderately selective institution which shall provide associate degree programs except as provided in subsection 2 of this section, baccalaureate degree programs, and graduate degree programs pursuant to subdivisions (1) and (2) of subsection 2 of section 173.005. The institution shall develop such academic support programs and public service activities it deems necessary and appropriate to establish international or global education as a distinctive theme of its mission. Consistent with the provisions of section 174.324, Missouri Southern State University is authorized to offer master's level degree programs in accountancy, subject to the approval of the coordinating board for higher education as provided in subdivision (1) of subsection 2 of section 173.005.

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

Sections 174.450.2

The governing board of Missouri State University, a public institution of higher education charged with a statewide mission in public affairs, shall be a board of governors of ten members, composed of nine voting members and one nonvoting member, who shall be appointed by the governor, by and with the advice and consent of the senate. The nonvoting member shall be a student selected in the same manner as prescribed in section 174.055. At least one but no more than two voting members shall be appointed to the board from each congressional district, and every member of the board shall be a citizen of the United States, and a resident of this state for at least two years prior to his or her appointment. No more than five voting members shall belong to any one political party. The term of office of the governors shall be six years, except as provided in this subsection. The term of office for those

appointed hereafter shall end January first in years ending in an odd number. For the six voting members' terms that expired in 2011, the successors shall be appointed in the following manner:

174.500.2, RSMo.

The coordinating board for higher education in cooperation with the board of governors shall develop a mission implementation plan for the campus at West Plains, Howell County, which is known as the "West Plains Campus of Missouri State University", and which shall be a teaching institution, offering one-year certificates, two-year associate degrees and credit and noncredit courses to both traditional and nontraditional students to meet the ongoing and emerging employer and educational needs of the citizens of the area served.

### **Missouri Western State University**

Section 174.251. 1., RSMo.

On and after August 28, 2005, the institution formerly known as Missouri Western State College at St. Joseph, Buchanan County, shall hereafter be known as the "Missouri Western State University". Missouri Western State University is hereby designated and shall hereafter be operated as a statewide institution of applied learning. The Missouri Western State University is hereby designated an open enrollment institution which shall provide associate degree programs except as provided in subsection 2 of this section, baccalaureate degree programs, and graduate degree programs pursuant to subdivisions (1) and (2) of subsection 2 of section 173.005. The institution shall develop such academic support programs as it deems necessary and appropriate to an open enrollment institution with a statewide mission of applied learning. Consistent with the provisions of section 174.324, Missouri Western State University is authorized to offer master's level degree programs in accountancy, subject to the approval of the coordinating board for higher education as provided in subdivision (1) of subsection 2 of section 173.005.

### **Truman State University**

Section 174.600., RSMo.

The Truman State University located in Kirksville, Adair County, is hereby designated and shall hereafter be operated as a statewide institution of liberal arts and sciences.

## Appendix C – Missouri Comparative Data

<b>State Support of Higher Education – U.S. Averages and Peer State Comparison</b>				
	Appropriations per FTE Enrollment FY2011	Higher Education Support per \$1,000 personal income FY2010	Support of Higher Education per Capita FY2010	Tax Revenue Per Capita FY2010
<b>MISSOURI</b> (rank)	\$5,701 (27 <sup>th</sup> )	\$5.52 (42 <sup>nd</sup> )	\$204 (45 <sup>th</sup> )	\$3,210 (41 <sup>st</sup> )
U.S. average	\$6,290	\$7.08	\$282	\$4,133
U.S. high	\$15,943	\$14.64	\$605	\$9,104
U.S. low	\$2,599	\$2.52	\$110	\$2,835
Iowa	\$4,481	\$7.90	\$301	\$3,954
Louisiana	\$7,309	\$8.88	\$329	\$3,891
Maine	\$6,155	\$5.54	\$203	\$4,287
Nevada	\$7,357	\$5.82	\$215	\$3,834
Ohio	\$4,139	\$5.82	\$210	\$3,808
Oklahoma	\$7,613	\$8.92	\$316	\$3,319
Oregon	\$4,359	\$6.17	\$225	\$3,261
Tennessee	\$6,828	\$7.45	\$260	\$2,841
Texas	\$7,904	\$8.51	\$321	\$3,480
Wisconsin	\$6,243	\$7.82	\$299	\$4,266

Source: State Higher Education Finance, 2011, State Higher Education Executive Officers, [www.sheeo.org](http://www.sheeo.org).

State	Population	Population 18+	Per Capita Personal Income	# of Public Post- secondary Institutions <sup>13</sup>	# of Independent (not for profit) Post- secondary Institutions	# of 18+ Residents per Public Institution
<b>MISSOURI</b>	5,988,927	4,563,491	\$36,406	34	58	134,220
Iowa	3,046,355	2,318,362	\$37,882	19	34	122,019
Louisiana	4,533,372	3,415,357	\$37,116	39	10	87,573
Maine	1,328,361	1,053,828	\$36,629	32	15	32,932
Nevada	2,700,551	2,035,543	\$35,777	7	3	290,792
Ohio	11,536,504	8,805,753	\$35,931	60	75	146,763
Oklahoma	3,751,351	2,821,685	\$35,535	29	14	97,299
Oregon	3,831,074	2,964,621	\$35,906	26	24	114,024
Tennessee	6,346,105	4,850,104	\$35,103	22	47	220,459
Texas	25,145,561	18,279,737	\$38,222	108	57	169,257
Wisconsin	5,686,986	4,347,494	\$38,010	31	29	140,242

Sources: U.S. Census 2010, [www.census.gov](http://www.census.gov); National Center for Education Statistics, State Education Data Profiles, <http://nces.ed.gov/programs/stateprofiles/>; U.S. Bureau of Economic Analysis, [www.bea.gov](http://www.bea.gov).

<sup>13</sup> The number represents individual campuses.

## Appendix D – Peer Groups for Missouri Higher Education Institutions

Carnegie 2010 Basic Classification	Missouri Institutions	Sector Peers
Associate/Public – Rural Small	North Central Missouri College	161
Associate/Public – Rural Medium	Crowder College, Mineral Area College, Moberly Area College, State Fair Community College, Three Rivers Community College	
Associate/Public – Rural Large	Ozarks Technical Community College	
Associate/Public – Suburban Single Campus	St. Charles Community College	
Associate/Public – Suburban Multi Campus	East Central College	
Associate/Public – Urban Multi Campus	Metropolitan Community College, St. Louis Community College	
Associate/Public – Two-year college under four-year university	Missouri State University-West Plains	

Carnegie 2010 Basic Classification	Missouri Institutions	Sector Peers
Baccalaureate/Diverse Fields	Harris-Stowe State College, Missouri Southern State University, Missouri Western State University	11

Carnegie 2010 Basic Classification	Missouri Institutions	Sector Peers
Master’s Colleges and Universities – Small Programs	Lincoln University	53
Master’s Colleges and Universities – Medium Programs	Truman State University	
Master’s Colleges and Universities – Large Programs	Missouri State University, Northwest Missouri State University, Southeast Missouri State University, University of Central Missouri	

Carnegie 2010 Basic Classification	Missouri Institutions	Sector Peers
Research University – Very High Research Activity	University of Missouri-Columbia	37
Research University – High Research Activity	Missouri University of Science and Technology, University of Missouri-Kansas City, University of Missouri-St. Louis	

To create the peer comparison groups, only those institutions in the specific subcategories of Missouri institutions were included.

Linn State Technical College peers (n=11) are public institutions two-year institutions offering primarily or exclusively technical programs.

## Appendix E – Course Weighting Matrix

### Weightings by Discipline and Level

	Lower Division	Upper Division	Master's/ Specialist	1 <sup>st</sup> Professional	Doctoral
Cluster 1	1.00	1.50	2.10	n/a	3.00
Cluster 2	1.51	2.26	3.17	n/a	4.53
Cluster 3	1.84	2.76	3.86	n/a	5.52
Cluster 4	2.19	3.28	4.60	5.48	6.57
Cluster 5	3.34	5.01	7.01	8.35	10.02
Cluster 6	n/a	n/a	n/a	10.02	n/a

### Examples of Disciplines within Clusters

Cluster 1	Communication, foreign languages, English literature, family and consumer science, industrial arts, mathematics, statistics, parks/recreation/leisure, philosophy, religious studies, psychology, history
Cluster 2	Education, physical sciences, visual and performing arts, business
Cluster 3	Architecture, computer science, biological science, public administration
Cluster 4	Agriculture, library sciences, transportation and materials moving, health services
Cluster 5	Engineering, law
Cluster 6	Medicine, veterinary medicine, and dentistry

## **Appendix F – Performance Measures Developed by HEPF Taskforce (approved by CBHE April 2012)**

### Community Colleges

1. 3-year completion rate for first-time, full-time entering students.
2. Percentage of developmental students who successfully complete their last developmental English course, who then successfully complete their first college-level English course.
3. Percentage of developmental students who successfully complete their last developmental math course, who then successfully complete their first college-level math course.
4. Percentage of career/technical graduates who pass their required licensure/certification examination.
5. Institution-specific measure of financial responsibility and efficiency.

### Linn State Technical College

1. Graduation rate.
2. First-year retention.
3. Graduate 180-day placement rate.
4. Major field assessment passage rate.
5. Completions per full-time equivalent student.

### Four-year Institutions

1. Freshman to sophomore retention or first-time, full-time freshmen successfully completing 24 credit hours in their first academic year.
2. Total degrees awarded or six-year cohort graduation rates
3. Improvements in assessments in general education, the major field, or professional/occupational licensure tests
4. Fiscal responsibility and efficiency through percent of total education and general expenditures expended on core mission or increase in educational revenue per FTE at or below the increase in CPI.
5. Institution specific-measure.

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## AGENDA ITEM SUMMARY

### AGENDA ITEM

Academic Program Actions  
 Coordinating Board for Higher Education  
 April 4, 2013

### DESCRIPTION

This agenda item reports all proposals for program actions reviewed by the Missouri Department of Higher Education (MDHE) since the February 2013 board meeting. These proposals are submitted to the Coordinating Board for Higher Education for its action.

The following tables summarize the proposed program actions submitted to the CBHE in the attachment to this agenda item.

PUBLIC INSTITUTIONS	Certificate	Associate	Baccalaureate	Graduate	Total
Deleted	0	1	2	0	3
Inactivated	0	0	3	4	7
Other Program Changes*	6	2	6	26	40
New	0	1	2	2	5
Off-site	0	0	0	3	3
Programs Withdrawn	0	0	0	0	0

\*Includes options inactivated/deleted, options added, titles changed, certificates added, programs combined.

INDEPENDENT INSTITUTIONS	Certificate	Associate	Baccalaureate	Graduate	Total
Deleted	0	0	0	0	0
Inactivated	0	0	0	0	0
Other Program Changes*	0	0	0	0	0
New	0	0	0	0	0
Off-site	0	0	0	0	0
Programs Withdrawn	0	0	0	0	0

\*Includes options inactivated/deleted, options added, titles changed, certificates added, programs combined.

### STATUTORY REFERENCE

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

### RECOMMENDED ACTION

**It is recommended that the Coordinating Board for Higher Education approve the program changes and new program proposals listed in the attachment.**

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**ATTACHMENTS**

Attachment A - Academic Program Actions

## ACADEMIC PROGRAM ACTIONS

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

### I. Programs Discontinued

#### Northwest Missouri State University

##### 1. Current program:

BS, Child and Family Studies

Approved change:

Delete program

Program as changed:

BS, Child and Family Studies (*deleted*)

##### 2. Current program:

BSEd, Family and Consumer Science Education

Approved change:

Delete program

Program as changed:

BSEd, Family and Consumer Science Education (*deleted*)

#### St. Louis Community College

##### 1. Current program:

AAS, Information Systems

Microcomputer Support Specialist

Approved change:

Delete program

Program as changed:

AAS, Information Systems (*deleted*)

Microcomputer Support Specialist

## II. Inactivated Programs

### University of Missouri-Kansas City

#### 1. Current programs:

BA, French  
BA, German  
BA, Spanish

Approved change:  
Inactivate programs

Programs as changed:  
BA, French (*inactivated*)  
BA, German (*inactivated*)  
BA, Spanish (*inactivated*)

#### 2. Current program:

MSN  
Adult Nurse Practitioner  
Family Nurse Practitioner  
Neonatal Nurse Practitioner  
Nurse Educator  
Nurse Leader  
Pediatric Nurse Practitioner  
Women's Health Nurse Practitioner  
Family Psychiatric Mental Health Nurse Practitioner

Approved change:  
Place options on inactive status in  
Adult Nurse Practitioner  
Family Nurse Practitioner  
Pediatric Nurse Practitioner  
Women's Health Nurse Practitioner

Program as changed:  
MSN  
Adult Nurse Practitioner (*inactivated*)  
Family Nurse Practitioner (*inactivated*)  
Neonatal Nurse Practitioner  
Nurse Educator  
Nurse Leader  
Pediatric Nurse Practitioner (*inactivated*)  
Women's Health Nurse Practitioner (*inactivated*)  
Family Psychiatric Mental Health Nurse Practitioner

### **3. Current program:**

MSN (*coll. with Missouri Southern State University*)

Adult Nurse Practitioner  
Family Nurse Practitioner  
Neonatal Nurse Practitioner  
Nurse Educator  
Nurse Leader  
Pediatric Nurse Practitioner  
Women's Health Nurse Practitioner

Approved change:

Inactivate all options

Program as changed:

MSN (*coll. with Missouri Southern State University*)

Adult Nurse Practitioner (*inactivated*)  
Family Nurse Practitioner (*inactivated*)  
Neonatal Nurse Practitioner (*inactivated*)  
Nurse Educator (*inactivated*)  
Nurse Leader (*inactivated*)  
Pediatric Nurse Practitioner (*inactivated*)  
Women's Health Nurse Practitioner (*inactivated*)

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

#### **1. Current programs:**

MS, Vision Science

Ph.D., Vision Science

Approved changes:

Inactivate programs

Programs as changed:

MS, Vision Science (*inactivated*)

Ph.D., Vision Science (*inactivated*)

### **III. Approved Changes in Academic Programs**

#### **Crowder College**

##### **1. Current program:**

AAS, Manufacturing Technology

Manufacturing Automation / Robotics Technician, Advanced

Manufacturing Maintenance Technician, Advanced

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Approved changes:

Change title of program to *Advanced Manufacturing Technology*

Change title of options to

Manufacturing Automation / Robotics Technician

Manufacturing Maintenance Technician

Add option in

Welding

Program as changed:

AAS, Advanced Manufacturing Technology

Manufacturing Automation / Robotics Technician

Manufacturing Maintenance Technician

Welding

## **Linn State Technical College**

### **1. Current program:**

AAS, Powersports Technology

Approved changes:

Addition of one year certificate (C1), Basic Powersports Technology to approved existing parent degree

Addition of one-year certificate (C1), Advanced Powersports Technology to approved existing parent degree

Program as changed:

AAS, Powersports Technology

C1, Basic Powersports Technology

C1, Advanced Powersports Technology

## **Metropolitan Community College**

### **1. Current programs:**

C1, Precision Machining

CNC Machining

Manual

Approved changes:

Change title of options to

Lathe

Mill

Program as changed:

C1, Precision Machining

Lathe

Mill

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## **Missouri Southern State University**

### **1. Current program:**

BSBA

- Accounting
- Finance & Economics
- General Business
- International Business
- Management
- Marketing

Approved change:

Divide option in Finance & Economics to two options in  
Finance  
Economics

Program as changed:

BSBA

- Accounting
- Economics
- Finance
- General Business
- International Business
- Management
- Marketing

## **Northwest Missouri State University**

### **1. Current program:**

Ed.D., Educational Leadership (*coll. with University of Central Missouri, Missouri State University, Southeast Missouri State University, University of Missouri-Columbia*)

Approved change:

Addition of Graduate Certificate (GRCT), Superintendent Certification (*for delivery on the main campus and off-site at the Kansas City Center, and St. Joseph Center, Kansas City Missouri*)

Program as changed:

Ed.D., Educational Leadership (*coll. with University of Central Missouri, Missouri State University, Southeast Missouri State University, University of Missouri-Columbia*)

GRCT, Superintendent Certification (*for delivery on the main campus and off-site at the Kansas City Center, and St. Joseph Center, Kansas City Missouri*)

### **2. Current program:**

MSED, Educational Leadership

Approved change:

Addition of Graduate Certificate (GRCT), Special Education Administrator to approved existing parent degree (*for delivery on the main campus, Kansas City Center and St. Joseph Center, Kansas City, Missouri*)

Program as changed:

MSED, Educational Leadership

GRCT, Special Education Administrator (*for delivery on the main campus, Kansas City Center and St. Joseph Center, Kansas City, Missouri*)

**3. Current program:**

MSEd, Teacher Leadership

Approved change:

Change title of program to *Teacher Leader*

Program as changed:

MSEd, Teacher Leader

**University of Central Missouri**

**1. Current program:**

BS, Engineering Technology  
Industrial

Approved change:

Addition of single-semester certificate (C0), Applied Lean Six Sigma Quality to approved existing parent degree

Program as changed:

BS, Engineering Technology  
Industrial

C0, Applied Lean Six Sigma Quality

**University of Missouri-Columbia**

**1. Current programs:**

BA, French

BA, Spanish

Approved change:

Create combination program in Romance Languages out of closely allied existing programs with options in

French

Spanish

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Program as changed:  
BA, Romance Languages  
    French  
    Spanish

**2. Current programs:**

MA, French  
MA, Spanish

Approved change:  
Create combination program in Romance Languages out of closely allied existing programs with options in  
    French  
    Spanish  
    Language Teaching

Program as changed:  
MA, Romance Languages  
    French  
    Spanish  
    Language Teaching

**3. Current programs:**

MS, Pharmacology  
MS, Physiology

Approved change:  
Create combination program in Medical Pharmacology and Physiology out of closely allied existing programs

Program as changed:  
MS, Medical Pharmacology and Physiology

**4. Current programs:**

Ph.D., Pharmacology  
Ph.D., Physiology

Approved change:  
Create combination program in Medical Pharmacology and Physiology out of closely allied existing programs

Program as changed:  
Ph.D., Medical Pharmacology and Physiology

**5. Current program:**

MS, Nutrition Area Program

MS, Exercise Physiology

Approved change:

Create combination program in Nutrition and Exercise Physiology out of closely allied existing programs with options in  
Nutritional Sciences  
Exercise Physiology

Program as changed:

MS, Nutrition and Exercise Physiology

Nutritional Sciences

Exercise Physiology

**6. Current programs:**

MS, Fisheries & Wildlife Sciences

MS, Forestry

MS, Parks, Recreation and Tourisms

MS, Soil, Environmental and Atmospheric Sciences

Approved changes:

Create combination program in Natural Resources from closely allied existing programs with options in  
Agroforestry  
Fisheries & Wildlife Sciences  
Forestry  
Human Dimensions of Natural Resources  
Parks, Recreation and Tourism  
Soil, Environmental and Atmospheric Sciences  
Water Resources

Program as changed:

MS, Natural Resources

Agroforestry

Fisheries & Wildlife Sciences

Forestry

Human Dimensions of Natural Resources

Parks, Recreation and Tourism

Soil, Environmental and Atmospheric Sciences

Water Resources

**7. Current programs:**

Ph.D., Fisheries & Wildlife Sciences

Ph.D., Forestry

Ph.D., Soil, Environmental and Atmospheric Sciences

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Approved changes:

Create combination program in Natural Resources with options in  
Fisheries & Wildlife Sciences  
Forestry  
Human Dimensions of Natural Resources  
Soil, Environmental and Atmospheric Sciences  
Water Resources

Program as changed:

Ph.D., Natural Resources  
Fisheries & Wildlife Sciences  
Forestry  
Human Dimensions of Natural Resources  
Soil, Environmental and Atmospheric Sciences  
Water Resources

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

### **1. Current program:**

BS, Biology  
Bioinformatics  
Biotechnology  
Cellular and Molecular Basis of Health and Disease

Approved change:

Add options to existing program  
Clinical Laboratory Sciences

Program as changed:

BS, Biology  
Bioinformatics  
Biotechnology  
Cellular and Molecular Basis of Health and Disease  
Clinical Laboratory Sciences

### **2. Current programs:**

MA, Reading Education  
EdSp, Reading Education

Approved change:

Change title of programs to *Language and Literacy*

Programs as changed:

MA, Language and Literacy  
EdSp, Language and Literacy

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**3. Current programs:**

MA, Mathematics and Statistics

MS, Mathematics and Statistics

Approved change:

Change title and nomenclature of programs to *MS, Mathematics and Statistics*

Programs as changed:

MS, Mathematics

MS, Statistics

**University of Missouri-St. Louis**

**1. Current program:**

BM

Elective Studies in Business

Music Education

Performance

Approved change:

Addition of option to existing program in  
Theory / Composition

Program as changed:

BM

Elective Studies in Business

Music Education

Performance

Theory / Composition

**2. Current program:**

GRCT, Women's and Gender Studies

Approved change:

Change title of certificate to *Gender Studies*

Program as changed:

GRCT, Gender Studies

**3. Current program:**

GRCT, Post-MSN Adult Nurse Practitioner

Approved change:

Change title of certificate to *Post-MSN Adult-Geriatric Nurse Practitioner*

Program as changed:

GRCT, Post-MSN Adult-Geriatric Nurse Practitioner

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#### **4. Current program:**

N/A

Approved change:

Addition of free-standing single-semester certificate in Student Affairs Administration and Leadership

Program as changed:

C0, Student Affairs Administration and Leadership

#### **5. Current program:**

N/A

Approved change:

Addition of free-standing single-semester certificate in Women, Political Leadership and Public Policy Certificate

Program as changed:

C0, Women, Political Leadership and Public Policy Certificate

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

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

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

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

#### **VI. New Programs Recommended for Provisional Approval**

*Effective July 1, 2011, the CBHE will give provisional approval to new academic programs. The MDHE will review the program five years from the date of its provisional approval. If this review indicates that the program is not performing as expected, the CBHE may recommend the termination of the program, unless there are compelling justifications (i.e., central to institutional mission; supports other programs; meets statewide needs) for continuing the program.*

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

1.) BS, Educational Studies

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

1.) MEd, Elementary Mathematics (*in coll. with University of Central Missouri, Missouri State University, University of Missouri-Columbia, Southeast Missouri State University*)

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**North Central Missouri College**

- 1.) AAS, Diagnostic Medical Sonography (*in coll. with Hillyard Technical Center*)

**University of Central Missouri**

- 1.) BS, Sport Management

**University of Missouri-Kansas City**

- 1.) Master of Health Professions Education

Off-site

**Northwest Missouri State University**

- 1.) MEd, Reading (*for delivery off-site at Northwest St. Joseph Center, St. Joseph, Missouri*)
- 2.) MEd, Teaching: Early Childhood Education (*for delivery off-site Northwest Kansas City Center, Kansas City, Missouri, and St. Joseph Center, St. Joseph, Missouri*)

**University of Central Missouri**

- 1.) MS, Computer Science (*for delivery off-site at the Central Summit Campus, Lee's Summit, Missouri*)

**VII. New Programs Received and Reviewed (Independent Colleges and Universities)**

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

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Committee on Transfer and Articulation

Revision of the Credit Transfer Guidelines for Student Transfer and Articulation

Coordinating Board for Higher Education

April 4, 2013

### DESCRIPTION

Missouri statutes require the Coordinating Board to “establish guidelines to promote and facilitate the transfer of students between institutions of higher education within the state.” The Committee on Transfer and Articulation (COTA), in consultation with its advisory committee (COTA-AC) has primary responsibility for developing efficient transfer policies that minimizes the loss of course credits and curtails any unnecessary duplication of coursework for Missouri students. To that end, COTA recommends several revisions to the “Credit Transfer Guidelines for Student Transfer and Articulation Among Missouri Colleges and Universities” to ensure uniformity of interpretation of the policy across Missouri’s higher education institutions. This agenda item outlines the recommended changes to the policy.

### Background

At the joint meeting of COTA and COTA-AC in February 2012, representatives of COTA-AC offered a revision to the “Credit Transfer Guidelines for Student Transfer and Articulation Among Missouri Colleges and Universities” contained in the CBHE Public Policies. Several institutions raised concerns that **Section III. Transfer: C. Transfer of Lower Division Credit Hours Beyond the Associate Degree Requirements** should have clarifying language added to ensure that institutions could, at their discretion, accept more than 64 credit hours for students who transfer without an associate degree if the credits are applicable to the baccalaureate degree, are prerequisites for an upper division course in the major, or are approved as a direct equivalent to a required course. Ongoing discussions between February 2012 and January 2013 resulted in revisions that are attached to this item. The last revision to the guidelines occurred in 2005.

Several members of COTA-AC revised the policy, which was discussed at two subsequent COTA meetings. At COTA’s January meeting the revisions were discussed and consensus was reached for the wording of the revision. A copy of the revision was sent to all public institutions of higher education and no further concerns were raised. The final revision is attached and COTA recommends that the CBHE endorse the revised policy guidelines.

### Recommended Changes

#### 1. Replace section III.B.4 Clarifying Comment,

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

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**with**

(Clarifying Comment: Students who complete the 42-hour general education core will have satisfied all lower division requirements for general education and the general education core will be deemed to be complete. Students may transfer more than 64 credit hours of lower division coursework from either Missouri associate degree-granting or baccalaureate degree-granting institutions. Any additional lower division course credit may be accepted in transfer as credits applicable to the baccalaureate degree if:

- The course has been approved as a direct equivalent to the required course specified by the baccalaureate degree program, or
- The course is with the number of lower division electives required for that specific degree, if not already completed, or
- The course is a prerequisite for any upper division course in the major.)

Receiving institutions may accept more than 64 credit hours of lower division coursework from either Missouri associate degree-granting or baccalaureate degree-granting institutions as credits applicable to the baccalaureate degree. Students are strongly encouraged to work directly with an academic advisor at the receiving institution (where they will earn their baccalaureate degree) to verify applicability of additional coursework. Acceptance of course work beyond 64 SCH is at the discretion of the 4-year institution accepting the transfer student and may be part of the transfer guidelines at the 4-year institution.

**2. Replace section III. C. Clarifying Comment,**

~~“Students may transfer more than 64 credit hours for lower division courses from either Missouri associate degree-granting or baccalaureate degree-granting institutions. Any additional lower division course credits above 64 credit hours will be accepted in transfer if the credits are applicable to the baccalaureate degree or are prerequisites for an upper division course in the major.”~~

**with**

*Students may transfer more than 64 credit hours for lower division courses from either Missouri associate degree-granting or baccalaureate degree-granting institutions. Any additional lower division course credits above 64 credit hours may be accepted in transfer if:*

- *The course has been approved as a direct equivalent to the required course specified by the baccalaureate degree program, or*
- *The course is within the number of lower division electives required for that specific degree, if not already completed, or*
- *The course is a prerequisite for an upper division course in the major.)*

Students are strongly encouraged to work directly with an academic advisor at the receiving institution (where they will earn their baccalaureate degree) to verify applicability of additional coursework.

Acceptance of course work beyond 64 SCH is at the discretion of the 4-year institution accepting the transfer student and may be part of the transfer guidelines at the 4-year institution.

### **Conclusion**

COTA has determined that the proposed changes will send a clearer message to institutions of higher education regarding the requirements for credit transfer and ensure a smoother transition between institutions for students.

### **RECOMMENDED ACTION**

**It is recommended that the Coordinating Board for Higher Education endorse the proposed changes to the Clarifying Comments of the Credit Transfer Guidelines for Student Transfer and Articulation Among Missouri Colleges and Universities.**

### **STATUTORY REFERENCE**

Section 173.005(7), RSMo, Responsibilities of the Coordinating Board

### **ATTACHMENTS**

Attachment A	Credit Transfer Guidelines for Student Transfer and Articulation Among Missouri Colleges and Universities (2005 Revision)
Attachment B	2013 Revision Credit Transfer Guidelines for Student Transfer and Articulation Among Missouri Colleges and University

# **Credit Transfer Guidelines for Student Transfer and Articulation Among MO Colleges and Universities**

**Revised October 13, 2005**

## **I. INTRODUCTION**

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

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

## **A. STATUTORY RESPONSIBILITY**

Section 173.005(7), RSMo, requires the CBHE to "establish guidelines to promote and facilitate the transfer of students between institutions of higher education within the state." This responsibility is discharged through the implementation of the CBHE's credit transfer policy.

## **B. APPLICABILITY OF GUIDELINES**

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

## **C. GUIDING PRINCIPLES**

1. Neither transfer nor native students should be advantaged or disadvantaged as a consequence of the transfer process.
2. The delivery of lower-division courses should not be the sole province of a single institution, but should be subject to articulation between sending and receiving institutions.
3. Separate credit-hour limitations should not be imposed on transfer students based on the type of sending institution.
4. Variations in baccalaureate degree programs that reflect institutional missions should be respected and accommodated.
5. The faculty role in the design of curricula and the establishment of degree requirements must be respected.
6. Program-to-program institutionally articulated degrees for the associate of science (AS) and associate of applied science (AAS) should be encouraged.
7. A workable transfer system requires predictability of transfer decisions and responsiveness to student needs. Demonstrating the effectiveness of transfer and articulation systems, including institutional and statewide agreements, requires analyses that employ common data elements and definitions that are collected and shared among institutions and with the CBHE.
8. Prior to full implementation, any curricular changes that affect existing transfer and articulation agreements should involve timely mutual consultation by both receiving and sending institutions and notification to all affected parties once new agreements are reached.
9. Presidents and chancellors should ensure that effective transfer and articulation are a priority at their institutions and that all members of the academic community--including faculty and department chairpersons--must honor all transfer agreements agreed to by their institutions.

10. In order to facilitate student success and to reinforce the respective missions of associate and baccalaureate institutions, students who begin an associate degree program and who aspire to pursue a baccalaureate degree should be encouraged by both the sending and receiving institutions to complete the associate degree program, to transfer immediately upon associate degree completion, and to complete the baccalaureate degree in a timely manner.

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

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

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

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

As the academy's knowledge of the world is structured, so must general education be constructed to introduce students to the traditional disciplines of the arts and sciences. As that knowledge is ever changing, so must general education alert students to connections between the traditional disciplines and to the potential for interaction among all branches of knowing, ordering, and imagining the real world. As the real world is diverse, so must general education inform students that the world is understood in different ways and provide them with the means to come to terms, intelligently and humanely, with that diversity. As diversities of knowing and understanding must be made open and accessible, so students must acquire appropriate investigative, interpretative, and communicative competencies.

### **B. RESPONSIBILITIES**

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

To discharge this trust, academic institutions must deliver appropriate resources to their faculties, and faculties must design and transmit to students effective means and persuasive rationales for achieving general education aims.

Both institutions and faculties must satisfy their constituents that these ends are being achieved satisfactorily and in ways that are consistent with each institution's mission.

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

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

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

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

Each institution of higher education in Missouri fosters a program of general education. General education programs vary from institution to institution as each represents a statement reflective of the institution's ethos and mission.

General education programs are developed by the faculty and validated by the institution's administration and governing board. Each institution expresses, through its general education program, the high expectations for the academic skills and knowledge that all students who complete degrees offered by that institution should master.

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

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

Two terms describe the aims of general education in the state of Missouri, *goals* and *competencies*. The term *goals* refers to the curricular intent of state policy regarding the academic skills and knowledge content of general education. The term *competencies* denotes illustrative state-level expectations for student performance in general education. Faculty at each institution design a general education program that fits the ethos and mission of each institution and meets state-level curricular goals. Each general education program must also specify institution-level

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student competencies that will follow from achieving these curricular goals and which are in alignment with the suggested competencies listed in the following sections. These general education aims and outcomes may be achieved in various ways, including through traditional courses, through interdisciplinary teaching, or through competencies embedded across the curriculum. State-level curricular goals and institution-level student competencies for general education fall into two categories: academic skills and knowledge.

### **1. Skills Areas**

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

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

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

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

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

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

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

### **c. Managing Information**

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

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

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

### **d. Valuing**

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

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

- compare and contrast historical and cultural ethical perspectives and belief systems.
- utilize cultural, behavioral, and historical knowledge to clarify and articulate a personal value system.
- recognize the ramifications of one's value decisions on self and others.
- recognize conflicts within and between value systems and recognize and analyze ethical issues as they arise in a variety of contexts.

- consider multiple perspectives, recognize biases, deal with ambiguity, and take a reasonable position.

## **2. Knowledge Areas**

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

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

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

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

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

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

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

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

### **c. Mathematics**

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

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

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

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

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

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

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

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

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

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

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

Institutions may design and promulgate general education programs that exceed the expectations of the 42 semester-hour block of credit. In this case, institutions may require transfer students to complete general education and other institutional requirements in addition to the 42 semester-hour block of credit only when these additional requirements are also required of native students. Students assume full responsibility for meeting specified degree and/or major requirements, specifically those related to course prerequisites.

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

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

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

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

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

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

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

**Ongoing Dialogue and State-Level Policy Review.** The annual statewide transfer and articulation conference will be used as a vehicle to encourage communication and collaboration about institutional approaches to general education. Sessions will be scheduled to discuss concerns about the state credit transfer policy and to promote good practices in general education teaching, transfer, and assessment.

### **III. TRANSFER**

## A. TRANSFER DEGREES

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

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

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

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

### 1. Statewide Transfer Associate of Arts Degree

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

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

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

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

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

**b. Associate of Applied Science Degree** An associate of applied science (AAS) degree is oriented toward career and professional preparation. The primary purpose of this associate degree is to prepare a student for entry into a particular occupation. While the AAS degree has not historically been intended as a transfer degree into a baccalaureate program, Missouri's initiatives to develop and expand its workforce development and training system demand that education and training career paths extend beyond the associate degree. When used for transfer, this degree requires careful planning and agreement between institutions on a program-by-program basis. This process may involve changes in general education requirements. In order for students to be adequately prepared for the workforce and to facilitate articulation agreements, a minimum of twenty-five percent of the AAS degree requirements

shall consist of college-level transferable general education. The AAS transfer student should be able to pursue upper-division advanced coursework in appropriate baccalaureate degree programs. (These may include the same degree area or related degree areas.) Institutions are encouraged to explore opportunities for multiple articulation agreements.

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

## **B. TRANSFER WITHOUT A DEGREE**

### **1. General Education Curricula**

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

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

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

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

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

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

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

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

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

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

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

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

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

The number of hours required for baccalaureate-level graduation of transfer students that meet the guidelines in this document should be equivalent to the number of hours required of native students (assuming all lower-division prerequisites for courses in the student's baccalaureate program have been met). Transfer students must meet the minimum residency, upper-division course, and graduation requirements established by the baccalaureate institution. Students with AA degrees will typically transfer sixty-four (64) credit hours, which is approximately the first two years of the baccalaureate educational experience. Lower-division credit hours completed beyond the AA degree will be evaluated for transfer on a course-by-course basis. Within the constraints of these minimal requirements, and assuming program-to-program articulation for these additional hours, AA, AS, and AAS transfer students may choose to complete additional lower-division requirements at two-year institutions to meet the lower-division prerequisites and/or lower-division graduation requirements established by the baccalaureate institution.

*(Clarifying Comment: Students may transfer more than 64 credit hours for lower division courses from either Missouri associate degree-granting or baccalaureate degree-granting institutions. Any additional lower division course credits above 64 credit hours will be accepted in transfer if the credits are applicable to the baccalaureate degree or are prerequisites for an upper division course in the major.)*

## D. OTHER TRANSFER-RELATED MATTERS

### 1. Junior-Level Status

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

### 2. Curriculum Changes

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

### 3. Admission of Transfer Students

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

1. Completion of a minimum of 60 semester hours of college-level work oriented toward a baccalaureate degree
2. Completion of an institutionally approved general education program, as defined in Section A of this document
3. Achievement of a cumulative grade point average of not less than 2.0 (A=4.0, B=3.0, C=2.0, D=1.0, F=0.0), provided that only the final grade received in courses repeated by the student shall be used in computing this average

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

**b. Program Admission** Transfer students will be admitted to programs based on the same criteria as those established for the native students of the receiving institution. Admission to a specific baccalaureate degree program

may result in a different computation of the grade point average (GPA). The number of hours and junior-level standing will be evaluated in accordance with the Transfer of Lower-Division Credit Hours Beyond the Associate Degree Requirements section.

#### **4. Catalog**

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

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

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

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

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

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

Pass/fail credit will be transferred and treated by the receiving institution in the same way pass/fail credit is treated for native students. Advanced placement, credit by examination, dual credit, and credit for experiential learning will be transcribed and clearly defined. Course equivalency for credit by examination may be listed as desired. The receiving institution shall transfer and treat credit earned through advanced placement, credit by examination, dual credit, and credit for experiential learning in the same manner as it would for native students, except that the integrity of the associate degree or the 42-hour general education block will not be invalidated.

The policies for awarding credit by examination and nontraditional learning vary from one institution to another. Each institution will publish information about its policies for awarding credit by nontraditional modes, including the names of tests that are used to assess credit, cut-off scores, deadline dates for submission of scores to the receiving institution, and restrictions on the time interval permitted to receive current credit for a course taken some years previously.

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

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

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

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

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

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

1. Conducting a bi-annual review of the provisions of the college transfer guidelines and recommending such revisions as are needed to promote the success and general well-being of the transfer student;
2. Reviewing and making recommendations concerning transfer issues brought before it by institutions;
3. Recommending modifications of institutional policies and procedures that, in the committee's judgment, would enhance and facilitate the transfer of students;

4. Studying nontraditional credits and developing transfer guidelines for them;
5. Systematically soliciting suggestions and data from administrators, faculty, and students concerning matters of transfer;
6. Developing a job description for an articulation officer's position that defines duties and is an acknowledgement of common expectations among the institutions;
7. Maintaining an annually updated list of institutional articulation officers who have been appointed by the president or CEO of each institution;
8. Reviewing and making recommendations for change concerning the CBHE brochure, "Transfer Guidelines: Students' Rights and Responsibilities";
9. Monitoring both the sending and receiving institutions to determine whether they are informing transfer students of their rights and responsibilities;
10. Reviewing and recommending resolution of individual cases of appeal from institutions and/or students per Section B.
11. Preparing and submitting to the CBHE, for such action and distribution as the CBHE deems appropriate, an annual report of committee meetings, as well as actions and recommendations, including a report of student and institutional appeals cases. The chairperson must convene the committee at least once a year; and
12. Establishing committee rules of procedure and meeting, on the call of the chairperson, as is necessary to perform its functions.

## **B. APPEALS PROCESS**

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

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

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

1. Appeal(s) to the Committee on Transfer and Articulation may be initiated by the affected student or institution only after all other remedies have been exhausted without resolution of the issue at the sending or the receiving institution. The appeals process is initiated when the CBHE Committee on Transfer and Articulation receives a written appeal.
2. The committee chairperson shall promptly notify the CAOs of the relevant institutions of higher education of the appeal and invite the institution(s) to submit documentation for the decision being appealed. Documentation shall normally be submitted by the relevant institutions within fifteen (15) calendar days of notification by the committee.
3. The chairperson of the committee shall convene the Committee on Transfer and Articulation within thirty (30) calendar days, if possible, but in no event later than ninety (90) calendar days, of the receipt of an appeal for the purpose of considering the information presented by the student and the institutions. All parties involved in the appeal shall be notified of the committee's meeting time and location. All parties involved in the appeal will have the opportunity to make an oral presentation to the appeals committee if any desires to do so.
4. In the event an appeal is filed involving a campus represented on the Committee on Transfer and Articulation, the Commissioner shall, for the purpose of considering the appeal, appoint an interim member of the committee from the same sector.

5. The committee's consideration of the appeal shall include, but shall not be limited to, the compliance of the institution(s) with the guidelines set forth in this policy, the student's compliance with the guidelines set forth in this policy, and the student's rights and responsibilities statement.
6. The committee chairperson shall inform the CAOs of the relevant institutions and the student, when involved, of the committee's determination and shall recommend that the CAO of the institution(s) implement the committee's recommendation.
7. The CAOs of the institutions shall inform the chairperson of the appeals committee within thirty (30) calendar days of the action taken in regard to the committee's recommendation.
8. The committee's recommendation and the action taken by the institutions shall be reported to the CBHE by the Commissioner of Higher Education.

## V. DEFINITIONS

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

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

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

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

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

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

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

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

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

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

**K. Institution of Higher Education:** As used in the context of these guidelines, "institution of higher education" means an educational institution, under either public or private control, which provides a postsecondary course of instruction of at least six months in length, leading to, or directly creditable toward, a degree or certificate and which has regional accreditation or has been advanced to candidacy status by the North Central Association.

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

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

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

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

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

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

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

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

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

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

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

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

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# **Proposed Revision**

## **Credit Transfer Guidelines for Student Transfer and Articulation Among MO Colleges and Universities**

Revised October 13, 2005

### **I. INTRODUCTION**

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

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

### **A. STATUTORY RESPONSIBILITY**

Section 173.005(7), RSMo, requires the CBHE to "establish guidelines to promote and facilitate the transfer of students between institutions of higher education within the state." This responsibility is discharged through the implementation of the CBHE's credit transfer policy.

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

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

### **C. GUIDING PRINCIPLES**

1. Neither transfer nor native students should be advantaged or disadvantaged as a consequence of the transfer process.
2. The delivery of lower-division courses should not be the sole province of a single institution, but should be subject to articulation between sending and receiving institutions.
3. Separate credit-hour limitations should not be imposed on transfer students based on the type of sending institution.
4. Variations in baccalaureate degree programs that reflect institutional missions should be respected and accommodated.
5. The faculty role in the design of curricula and the establishment of degree requirements must be respected.

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

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

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

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

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

As the academy's knowledge of the world is structured, so must general education be constructed to introduce students to the traditional disciplines of the arts and sciences. As that knowledge is ever changing, so must general education alert students to connections between the traditional disciplines and to the potential for interaction among all branches of knowing, ordering, and imagining the real world. As the real world is diverse, so must general education inform students that the world is understood in different ways and provide them with the means to come to terms, intelligently and humanely, with that diversity. As diversities of knowing and understanding must be made open and accessible, so students must acquire appropriate investigative, interpretative, and communicative competencies.

### **B. RESPONSIBILITIES**

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

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

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

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

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## C. TRANSFERABILITY OF GENERAL EDUCATION CREDIT

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

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

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

## D. GENERAL EDUCATION GOALS AND COMPETENCIES

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

### 1. Skills Areas

#### a. Communicating

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

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

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

#### b. Higher-Order Thinking

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

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

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

### **c. Managing Information**

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

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

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

### **d. Valuing**

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

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

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

## **2. Knowledge Areas**

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

State-Level Goal: To develop students' understanding of themselves and the world around them through study of content and the processes used by historians and social and behavioral scientists to discover, describe, explain, and predict human behavior and social systems. Students must understand the diversities and complexities of the cultural

and social world, past and present, and come to an informed sense of self and others. (Students must fulfill the state statute requirements for the United States and Missouri constitutions.)

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

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

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

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

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

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

#### **c. Mathematics**

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

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

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

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

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

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

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

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

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

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

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

Institutions may design and promulgate general education programs that exceed the expectations of the 42 semester-hour block of credit. In this case, institutions may require transfer students to complete general education and other institutional requirements in addition to the 42 semester-hour block of credit only when these additional requirements are also required of native students. Students assume full responsibility for meeting specified degree and/or major requirements, specifically those related to course prerequisites.

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

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

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

The purpose of the review and notification process for general education programs is to ensure that all public institutions and each independent or proprietary signatory institution have general education programs in place that meet the statewide policy. This review process is intended to be collegial, professional, and helpful to institutions in developing general education programs that meet policy guidelines. The program review and notification process is

intended to focus on strengthening general education, to be reflective of the state's commitment to institutional autonomy, and to be protective of each student's right to the fair application of this statewide credit transfer policy.

#### **Initial Review and Approval.**

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

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

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

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

The annual statewide transfer and articulation conference will be used as a vehicle to encourage communication and collaboration about institutional approaches to general education. Sessions will be scheduled to discuss concerns about the state credit transfer policy and to promote good practices in general education teaching, transfer, and assessment.

### **III. TRANSFER**

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

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

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

#### **Addendum:**

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

A baccalaureate degree program, or major, consists of a general education program and a coherent grouping of courses or subject-area requirements in a specific discipline or program field. Generally, the number of credit hours

required for a major ranges from thirty (30) to forty-eight (48) semester credit hours. There may be exceptions to this rule in the case of highly specialized professions or disciplines, interdisciplinary studies, or majors in general liberal arts studies.

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

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

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

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

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

#### **a. Associate of Science Degree**

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

#### **b. Associate of Applied Science Degree**

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

#### **c. Other Associate Degrees**

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

## **B. TRANSFER WITHOUT A DEGREE**

## **1. General Education Curricula**

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

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

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

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

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

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

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

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

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

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

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

(Clarifying Comment: Students who complete the 42-hour general education core will have satisfied all lower division requirements for general education and the general education core will be deemed to be complete. Students may transfer more than 64 credit hours of lower division coursework from either Missouri associate degree-granting or baccalaureate degree-granting institutions. Any additional lower division course credit may be accepted in transfer as credits applicable to the baccalaureate degree if:

- The course has been approved as a direct equivalent to the required course specified by the baccalaureate degree program, or
- The course is within the number of lower division electives required for that specific degree, if not already completed, or
- The course is a prerequisite for any upper division course in the major.)

Receiving institutions may accept more than 64 credit hours of lower division coursework from either Missouri associate degree-granting or baccalaureate degree-granting institutions as credits applicable to the baccalaureate degree. Students are strongly encouraged to work directly with an academic advisor at the receiving institution (where they will earn their baccalaureate degree) to verify applicability of additional coursework. Acceptance of course work beyond 64 SCH is at the discretion of the 4-year institution accepting the transfer student and may be part of the transfer guidelines at the 4-year institution.

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

The number of hours required for baccalaureate-level graduation of transfer students that meet the guidelines in this document should be equivalent to the number of hours required of native students (assuming all lower-division prerequisites for courses in the student's baccalaureate program have been met). Transfer students must meet the minimum residency, upper-division course, and graduation requirements established by the baccalaureate institution. Students with AA degrees will typically transfer sixty-four (64) credit hours, which is approximately the first two years of the baccalaureate educational experience. Lower-division credit hours completed beyond the AA degree will be evaluated for transfer on a course-by-course basis. Within the constraints of these minimal requirements, and assuming program-to-program articulation for these additional hours, AA, AS, and AAS transfer students may choose to complete additional lower-division requirements at two-year institutions to meet the lower-division prerequisites and/or lower-division graduation requirements established by the baccalaureate institution.

**(Clarifying Comment:**

*Students may transfer more than 64 credit hours for lower division courses from either Missouri associate degree-granting or baccalaureate degree-granting institutions. Any additional lower division course credits above 64 credit hours may be accepted in transfer if:*

- The course has been approved as a direct equivalent to the required course specified by the baccalaureate degree program, or
- The course is within the number of lower division electives required for that specific degree, if not already completed, or
- The course is a prerequisite for an upper division course in the major.)

Students are strongly encouraged to work directly with an academic advisor at the receiving institution (where they will earn their baccalaureate degree) to verify applicability of additional coursework.

Acceptance of course work beyond 64 SCH is at the discretion of the 4-year institution accepting the transfer student and may be part of the transfer guidelines at the 4-year institution

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

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

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

### **2. Curriculum Changes**

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

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

#### **Students a. Institutional**

##### **Admission**

The core of any orderly transfer process is the mutual acceptance of the nature and purpose of the statewide transfer

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

1. Completion of a minimum of 60 semester hours of college-level work oriented toward a baccalaureate degree
2. Completion of an institutionally approved general education program, as defined in Section A of this document
3. Achievement of a cumulative grade point average of not less than 2.0 (A=4.0, B=3.0, C=2.0, D=1.0, F=0.0), provided that only the final grade received in courses repeated by the student shall be used in computing this average

Students who earn an AA degree meeting these minimum statewide criteria, as validated by a regionally accredited associate degree-granting institution, are eligible for admission to a baccalaureate degree-granting institution (subject to the provisions outlined in this section), but not necessarily to a particular baccalaureate degree program major. Prospective transfer students should consult the catalogs of receiving institutions to determine specialized

programmatic admission requirements, if any, for particular degree programs. The enrollment status of transfer students with the AS or AAS program-by-program institutionally articulated degree shall be defined as part of each transfer agreement.

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

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

#### **4. Catalog**

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

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

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

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

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

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

Pass/fail credit will be transferred and treated by the receiving institution in the same way pass/fail credit is treated for native students. Advanced placement, credit by examination, dual credit, and credit for experiential learning will be transcribed and clearly defined. Course equivalency for credit by examination may be listed as desired. The receiving institution shall transfer and treat credit earned through advanced placement, credit by examination, dual credit, and credit for experiential learning in the same manner as it would for native students, except that the integrity of the associate degree or the 42-hour general education block will not be invalidated.

The policies for awarding credit by examination and nontraditional learning vary from one institution to another. Each institution will publish information about its policies for awarding credit by nontraditional modes, including the names of tests that are used to assess credit, cut-off scores, deadline dates for submission of scores to the receiving institution, and restrictions on the time interval permitted to receive current credit for a course taken some years previously.

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

In the process of earning a degree, students must complete requirements for that degree and, sometimes, as in the case of teacher education, dental hygiene, allied health, or engineering programs, they must also meet state

certification requirements. If certification or statutory requirements change and additional requirements become effective during the time a student is enrolled in a program, the new requirements take precedence over previously existing degree or certification standards.

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

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

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

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

Articulation is encouraged to seek the counsel of faculty and other institutional representatives in the performance of its functions. Those functions shall include the following:

1. Conducting a bi-annual review of the provisions of the college transfer guidelines and recommending such revisions as are needed to promote the success and general well-being of the transfer student;
2. Reviewing and making recommendations concerning transfer issues brought before it by institutions;
3. Recommending modifications of institutional policies and procedures that, in the committee's judgment, would enhance and facilitate the transfer of students;
4. Studying nontraditional credits and developing transfer guidelines for them;
5. Systematically soliciting suggestions and data from administrators, faculty, and students concerning matters of transfer;
6. Developing a job description for an articulation officer's position that defines duties and is an acknowledgement of common expectations among the institutions;
7. Maintaining an annually updated list of institutional articulation officers who have been appointed by the president or CEO of each institution;
8. Reviewing and making recommendations for change concerning the CBHE brochure, "Transfer Guidelines: Students' Rights and Responsibilities";
9. Monitoring both the sending and receiving institutions to determine whether they are informing transfer students of their rights and responsibilities;
10. Reviewing and recommending resolution of individual cases of appeal from institutions and/or students per Section B.
11. Preparing and submitting to the CBHE, for such action and distribution as the CBHE deems appropriate, an annual report of committee meetings, as well as actions and recommendations, including a report of student and institutional appeals cases. The chairperson must convene the committee at least once a year; and
12. Establishing committee rules of procedure and meeting, on the call of the chairperson, as is necessary to perform its functions.

### **B. APPEALS PROCESS**

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

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

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

1. Appeal(s) to the Committee on Transfer and Articulation may be initiated by the affected student or institution only after all other remedies have been exhausted without resolution of the issue at the sending or the receiving institution. The appeals process is initiated when the CBHE Committee on Transfer and Articulation receives a written appeal.
2. The committee chairperson shall promptly notify the CAOs of the relevant institutions of higher education of the appeal and invite the institution(s) to submit documentation for the decision being appealed. Documentation shall normally be submitted by the relevant institutions within fifteen (15) calendar days of notification by the committee.
3. The chairperson of the committee shall convene the Committee on Transfer and Articulation within thirty (30) calendar days, if possible, but in no event later than ninety (90) calendar days, of the receipt of an appeal for the purpose of considering the information presented by the student and the institutions. All parties involved in the appeal shall be notified of the committee's meeting time and location. All parties involved in the appeal will have the opportunity to make an oral presentation to the appeals committee if any desires to do so.
4. In the event an appeal is filed involving a campus represented on the Committee on Transfer and Articulation, the Commissioner shall, for the purpose of considering the appeal, appoint an interim member of the committee from the same sector.
5. The committee's consideration of the appeal shall include, but shall not be limited to, the compliance of the institution(s) with the guidelines set forth in this policy, the student's compliance with the guidelines set forth in this policy, and the student's rights and responsibilities statement.
6. The committee chairperson shall inform the CAOs of the relevant institutions and the student, when involved, of the committee's determination and shall recommend that the CAO of the institution(s) implement the committee's recommendation.
7. The CAOs of the institutions shall inform the chairperson of the appeals committee within thirty (30) calendar days of the action taken in regard to the committee's recommendation.
8. The committee's recommendation and the action taken by the institutions shall be reported to the CBHE by the Commissioner of Higher Education.

## **V. DEFINITIONS**

### **A. Articulation:**

The process whereby postsecondary institutions seek to foster the smooth transfer of students by developing agreements which specify in advance the terms, conditions, and expectations which shall be applied to transfer students. Supplemental to general transfer policies and guidelines, articulation agreements apply to specific courses and/or to specific degree programs. When these courses and/or degree programs are completed

successfully at the sending institution, they will, for admitted students, be accepted in transfer and apply to graduation requirements for a specified degree program at the receiving institution.

**B. Associate Degree:**

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

**C. Baccalaureate Degree Program:**

The major required for the awarding of a bachelor's degree.

**D. Bachelor's Degree or Baccalaureate Degree:**

Any earned academic degree with the term "bachelor" in the title and normally requiring at least 120 semester credit hours of study.

**E. CBHE:**

The Coordinating Board for Higher Education, established by Section 173.005.2, RSMo 1986.

**F. Commissioner:**

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

**G. Continuous Enrollment:**

Half time enrollment or 15 credit hours per calendar year.

**H. Degree or Certificate:**

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

**I. General Education Program:**

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

**J. Guidelines:**

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

**K. Institution of Higher Education:**

As used in the context of these guidelines, "institution of higher education" means an educational institution, under either public or private control, which provides a postsecondary course of instruction of at least six months in length, leading to, or directly creditable toward, a degree or certificate and which has regional accreditation or has been advanced to candidacy status by the North Central Association.

**L. Junior Standing:**

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

**M. Lower-Division Courses:**

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

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

**O. Native Student:**

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

**P. Proprietary Institution:**

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

**Q. Receiving Institution:**

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

**R. Semester Credit Hour:**

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

**S. Sending Institution:**

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

**T. Signatory Institution:**

Any independent or proprietary institution in Missouri that has signed and agreed to adhere to this credit transfer policy.

**U. Transfer:**

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

**V. Transfer Student:**

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

**W. Upper-Division Courses:**

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

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Proprietary School Certification Actions and Reviews  
Coordinating Board for Higher Education  
April 4, 2013

### **DESCRIPTION**

All program actions that have occurred since the February 7, 2013, Coordinating Board meeting are reported in this item. In addition, the report includes information concerning anticipated actions on applications to establish new postsecondary education institutions, exemptions from the department's certification requirements and school closures.

### **STATUTORY REFERENCE**

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

### **RECOMMENDED ACTION**

This is an information item only.

### **ATTACHMENT**

Proprietary School Certification Program Actions and Reviews

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

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

BKA Medical Training Center  
St. Louis, Missouri

This private, for-profit school will offer non-degree programs for nurse assistants and medication technicians. The school's mission is "to provide highly skilled certified nurse assistants and certified medical technicians...who use evidence-based practices for entrance into a health care career." The school is not accredited.

Facial Designs Permanent Cosmetics  
Camdenton, Missouri

This single proprietor (for-profit) school will offer a nondegree program in permanent cosmetics, which requires specialized tattooing applications for cosmetic or restorative purposes. The institution will strive to provide students with "the confidence to practice permanent cosmetics artfully and safely." This school is not accredited.

Healthcare Education, LLC  
Florissant, Missouri

This private not-for-profit school will offer non-degree programs for nursing assistants, medical assistants, and phlebotomy technicians. The school's mission is to "set the benchmark for standards and to insure the quality of education, training, and certification offered to healthcare professionals." The school is not accredited.

Institute of Technology  
St. Louis, Missouri

This private, for-profit school will offer non-degree programs in health informatics/information technology and renewable energy. The school is not accredited.

L'Ecole Culinaire – Kansas City  
Kansas City, Missouri

This for-profit institution, a branch of Vatterott College located in Quincy, Illinois, will offer an associate program in culinary and restaurant management and several non-degree programs in the culinary arts. The mission of the school is to provide the basic skills and understanding of common techniques and procedures so that the graduate is qualified to begin employment in a trade or vocation. This school is accredited by the Accrediting Commission of Career Schools and Colleges.

Wild Trophies Missouri School of Taxidermy  
Winfield, Missouri

This single proprietor (for-profit) school will offer nondegree programs in taxidermy, which is the art or skill of preparing, stuffing, and presenting dead animal skins so they appear lifelike. The school will strive to offer “in-depth training and personalized attention.” This school is not accredited.

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

None

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

Yoga Six  
St. Louis, Missouri

This private, for-profit school proposes to offer a non-degree program in yoga teacher training. The mission of the school is to provide students with an in depth and comprehensive understanding in the basic theory and practices used to guide yoga in a safe and effective manner. This school is not accredited.

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

None

***Exemptions Granted***

None

***Applications Withdrawn***

None

***Applications Denied***

None

***School Closures***

None

## AGENDA ITEM SUMMARY

### AGENDA ITEM

High School Graduates Performance Report  
Coordinating Board for Higher Education  
April 4, 2013

### DESCRIPTION

The Coordinating Board for Higher Education (CBHE) provides an annual report to the State Board of Education detailing the preparation, persistence, and completion rates of public high school graduates who enroll at Missouri's public two- and four-year postsecondary institutions. The intent of this board item is to provide a summary of the Missouri High School Graduates Performance Report for the 2011 academic year and 2012 fall semester.

#### Background

The Missouri High School Graduates Performance Report tracks Missouri public high school graduates entering the state's public two- and four-year degree-granting postsecondary institutions as first-time, full-time, undergraduate, degree-seeking students in the fall semester following their high school graduation. The annual report, which was first issued in 1996, is intended to provide information to secondary and postsecondary stakeholders regarding student preparation, persistence, and completion. Background on the history and structure of the High School Graduates Performance Report is available in Attachment A. Selected statewide summary data are described below. Detailed summary tables are included in Attachment B, and trend tables for individual high schools are available at <http://dhe.mo.gov/data/hsgradreport.php>.

#### Enrollment and Preparation

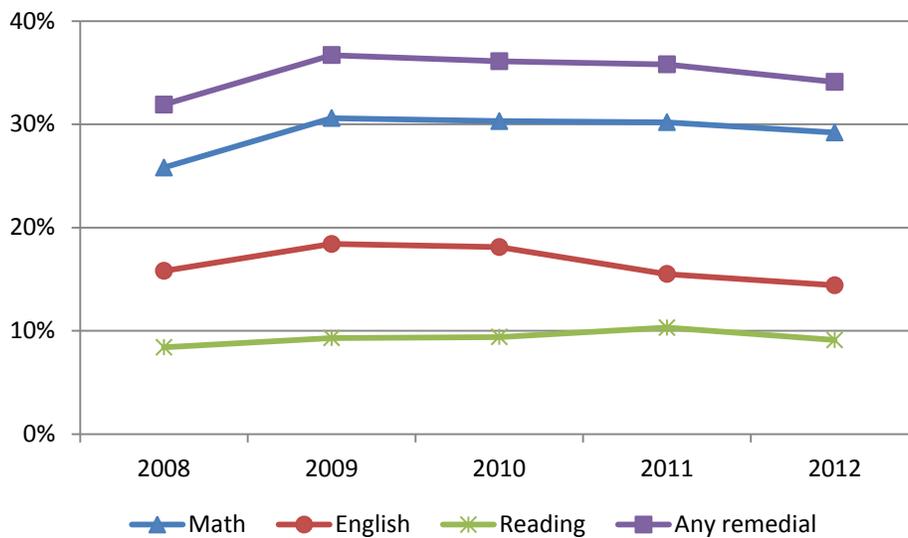
The total enrollment of recent Missouri public high school graduates in Missouri public institutions declined from 23,742 full-time, first-time, degree-seeking undergraduates in 2011 to 21,018 in 2012, a decrease of 11.5 percent (Table 1). Although the two-year institutions have enrolled an increasingly larger proportion of Missouri high school graduates in recent years, the year-to-year decline was greater for this group compared to the four-year institutions. Two-year institutions experienced a 19 percent decline from 2011, whereas four-year institutions experienced nearly a 5 percent decline (Table 1).

Policymakers acknowledge the link between college readiness and success at the postsecondary level. *Imperatives for Change* (IFC), the statewide coordinated plan for higher education, tracks participation in remedial coursework as an indicator of student preparedness and, ultimately, the capacity of students to succeed in college.

Statewide, enrollment in remedial coursework among recent Missouri high school graduates has changed very little over the past five years. The number of students identified as unprepared for

college-level coursework in math, English, reading, and other subjects fell about one percent, from 35.8 percent in 2011 to 34.1 percent in the fall of 2012.

Remedial Participation of Recent Missouri Public High School Graduates in Public Postsecondary Institutions					
	2008	2009	2010	2011	2012
<b>Math</b>	25.8%	30.6%	30.3%	30.2%	29.2%
<b>English</b>	15.8%	18.4%	18.1%	15.5%	14.4%
<b>Reading</b>	8.4%	9.3%	9.4%	10.3%	9.1%
<b>Any</b>	31.9%	36.7%	36.1%	35.8%	34.1%
<b>Enrollment</b>	21,598	22,228	23,948	23,742	21,018



Caution must be exercised in drawing conclusions about all Missouri public high schools based on these statewide remediation figures. In fact, the preparedness of recent high school graduates varied substantially from one public high school to the next. Among high schools with at least 25 graduates enrolled in public colleges and universities in the fall of 2012, the percentage of students participating in any remedial coursework ranged from a low of 4 percent to a high of approximately 82 percent (Tables 2 and 3).

*Other Trends in Enrollment and Preparation*

- More than half of students attending open enrollment institutions require remedial coursework (Table 4).
- Remediation rates varied slightly by gender, with 35.8 percent of women enrolling in any remedial course and 31.9 percent of men enrolling in any remedial course. Differences were most pronounced in remedial math, with 31.4 percent of women and 26.5 percent of men requiring such coursework (Table 5).

- Remediation rates differ based on race and ethnicity. African-American (47.9 percent) and Hispanic (44.7 percent) students are more likely to require remediation coursework than Caucasian (28.9 percent) and Asian (15.6 percent) students (Table 6). However, some of the variation across racial and ethnic groups may be due to a change in data coding in 2012.

### **Performance and Retention in College**

Remedial coursework promotes success for underprepared students. Among the more significant findings in the persistence of spring 2011 public high school graduates are:

- Fall-to-fall retention has increased slightly by about two percentage points compared to the previous cohort. This increase is greatest among Hispanic students; however due to changes in coding, it is difficult to compare across racial/ethnic groups (Table 7).
- “Average credits completed” is positively correlated with “GPA.” Asian students had the greatest number of credits completed (32.82) and the highest GPA both semesters. African-American students completed the fewest credits (24.26) and had the lowest GPA both semesters (Table 7 and 8).
- Fall-to-fall retention rates for African-American (63.6 percent) and Hispanic (74.0 percent) students lagged behind their Caucasian (76.4 percent) and Asian (84.9 percent) peers (Table 7 and 8).
- Retention rates varied greatly by sector. Students attending public four-year institutions out-performed those attending public two-year institutions in all categories, regardless of race or ethnicity (Table 8).

### **Degree Completion**

The timely completion of a certificate or degree is an additional indication of how well prepared Missouri’s high school graduates are for college-level work. Detailed tables in Attachment B show the six-year graduation rate of students beginning college in the fall of 2006. The findings include:

- Over half (52.0%) of the 2006 cohort completed a certificate or degree within 6 years. Compared to the previous cohort, this is a slight improvement of less than one percentage point (Table 9 and 10). The greatest year-to-year increase in completions is found among open enrollment institutions (Table 10).

### **Conclusion**

The Missouri High School Graduates Performance Report provides important data about trends in the preparation and performance of public high school graduates who attend public postsecondary institutions in Missouri. This year included the added benefit of collaborating with the Missouri Department of Elementary and Secondary Education in order to gain a more complete picture of those students entering higher education. Although remediation rates have remained steady, the increasing degree completion rate suggests that students are still completing their degrees in a timely manner.

## **STATUTORY REFERENCES**

Section 173.750 RSMo, Annual reporting of performance of graduates, furnishing of report-procedure- data included

## **RECOMMENDED ACTION**

This is an information item only.

## **ATTACHMENTS**

Attachment A: History and Background  
Attachment B: Detailed Tables

# High School Graduates Performance Report

## History and Background

The Missouri High School Graduates Performance Report tracks Missouri public high school graduates entering the state's public two- and four-year postsecondary institutions as first-time full-time degree-seeking students in the fall semester following their high school graduation.

In accordance with Section 173.750, RSMo, the Missouri High School Graduates Performance Report should provide information to individual high schools, and should be disaggregated by race and gender. No data identifying individual students should be included. The governing statute is available in its entirety at <http://www.moga.mo.gov/statutes/c100-199/1730000750.htm>. The report should include:

- Grade point average after the initial year in college
- Percent of students returning to college after the first and second semester
- Percent of students taking remedial courses in the basic academic subjects of English, mathematics, or reading
- Other data as determined by rule and regulation of the Coordinating Board for Higher Education

Data comprising the report comes from student enrollment data provided annually by Missouri's public colleges and universities. No data in the report comes from the state's independent higher education institutions. High school of record was verified by data from the Missouri Department of Elementary and Secondary Education.

## High School Graduates Report Detailed Tables

### Enrollment and Preparation

Table 1: Recent Public Missouri High School Graduate Enrollment by Sector, Gender, and Race/Ethnicity, 2003 to 2012													
		2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	10-Year % Change	1-Year % Change
<b>Overall Enrollment</b>	#	18563	19096	19875	20195	20839	21598	22228	23948	23742	21018	13.23%	-11.47%
<b>Two-Year</b>	#	8064	8369	8329	8734	9188	9227	10504	11225	11279	9132	13.24%	-19.04%
	%	43.44%	43.83%	41.91%	43.25%	44.09%	42.72%	47.26%	46.87%	47.51%	43.45%		
<b>Four Year</b>	#	10499	10727	11546	11461	11651	12371	11724	12723	12463	11861	12.97%	-4.83%
	%	56.56%	56.17%	58.09%	56.75%	55.91%	57.28%	52.74%	53.13%	52.49%	56.43%		
<b>Women</b>	#	10168	10570	11020	11093	11421	11755	12013	13067	12997	11596	14.04%	-10.78%
	%	54.78%	55.36%	55.45%	54.93%	54.82%	54.44%	54.05%	54.61%	54.77%	55.17%		
<b>Men</b>	#	8395	8524	8854	9101	9411	9838	10211	10863	10733	9397	11.94%	-12.45 %
	%	45.22%	44.64%	44.55%	45.07%	45.18%	45.56%	45.95%	45.39%	45.23%	44.71%		
<b>African American</b>	#	1352	1581	1865	1793	1895	2055	2269	2433	2553	1525	12.80%	-40.27%
	%	7.28%	8.28%	9.38%	8.88%	9.09%	9.51%	10.21%	10.16%	10.75%	7.26%		
<b>Caucasian</b>	#	15901	16152	16559	16179	16567	17723	17758	18381	18011	14289	-10.14%	-20.67%
	%	85.66%	84.58%	83.32%	80.11%	79.50%	82.06%	79.89%	76.75%	75.86%	67.98%		
<b>Hispanic</b>	#	274	294	339	381	359	481	486	374	343	275	0.36%	-19.83%
	%	1.48%	1.54%	1.71%	1.89%	1.72%	2.23%	2.19%	1.56%	1.44%	1.31%		
<b>Asian</b>	#	287	309	318	347	345	372	347	408	395	333	16.03%	-15.70%
	%	1.55%	1.62%	1.60%	1.72%	1.66%	1.72%	1.56%	1.70%	1.66%	1.58%		
<b>Other</b>	#	749	760	794	1495	1673	967	1368	2352	2440	4596	513.62%	88.36%
	%	4.03%	3.98%	3.99%	7.40%	8.03%	4.48%	6.15%	9.82%	10.28%	21.87%		

Source: Enhanced Missouri Student Achievement Study (EMSAS)

\*Note: The 2012 change in race counts may be due to a change coding for that year

**Table 2: Missouri Public High Schools with Lowest Incidence of Remediation, 2012 Graduates**

High School	Percentage of Students Taking Any Remedial Courses	Number of Students Enrolled at a Public College
SOUTH SHELBY HIGH	4.00%	25
LINCOLN COLLEGE PREP.	6.67%	45
MARSHFIELD HIGH	7.14%	28
REPUBLIC HIGH	7.14%	42
LADUE HORTON WATKINS HIGH	7.81%	64
ROCK BRIDGE SR. HIGH	10.14%	276
BOLIVAR HIGH	10.71%	28
LEE'S SUMMIT WEST HIGH	10.77%	130
GLENDALE HIGH	10.77%	65
NIXA HIGH	11.65%	103

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Note: Data are limited to public high school graduates enrolled in public colleges or universities. Data on schools with fewer than 25 graduates enrolled at public colleges do not meet reporting standards.

High School	Percentage of Students Taking Any Remedial Courses	Number of Students Enrolled at a Public College
NORTH TECHNICAL	81.97%	61
RIVERVIEW GARDENS SR. HIGH	79.10%	67
NORMANDY HIGH	76.00%	50
ROOSEVELT HIGH	75.00%	32
HAZELWOOD EAST HIGH	73.03%	89
JENNINGS HIGH	72.41%	58
CARNAHAN SCH. OF THE FUTURE	68.97%	29
WARSAW HIGH	66.67%	33
BAYLESS SR. HIGH	63.27%	49
CENTRAL VISUAL/PERF. ARTS HIGH	63.27%	49

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Note: Data are limited to public high school graduates enrolled in public colleges or universities

Data on schools with fewer than 25 graduates enrolled at public colleges do not meet reporting standards.

Table 4: Recent Missouri Public High School Graduate Enrollment in Remediation by Institutional Admissions Selectivity; 2003 to 2012												
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	10-Year Difference	1-Year Difference
<b>Selective</b>	<b>2.89%</b>	<b>2.78%</b>	<b>1.36%</b>	<b>1.58%</b>	<b>1.30%</b>	<b>1.42%</b>	<b>9.01%</b>	<b>7.62%</b>	<b>7.07%</b>	<b>7.85%</b>	<b>4.96%</b>	<b>0.78%</b>
Math	-	-	-	-	-	-	8.55%	7.16%	6.60%	7.18%	7.18%	0.58%
English	2.89%	2.78%	1.36%	1.58%	1.30%	1.42%	1.44%	1.36%	1.22%	1.45%	-1.44%	0.23%
Reading	-	-	-	-	-	-	-	-	-	-	-	-
<b>Mod Selective</b>	<b>27.40%</b>	<b>27.27%</b>	<b>28.34%</b>	<b>27.31%</b>	<b>25.49%</b>	<b>28.08%</b>	<b>17.84%</b>	<b>31.90%</b>	<b>25.67%</b>	<b>32.99%</b>	<b>5.59%</b>	<b>7.32%</b>
Math	21.94%	21.72%	22.26%	21.93%	21.12%	23.17%	12.20%	26.11%	18.05%	26.86%	4.92%	8.81%
English	7.87%	8.70%	9.03%	8.52%	6.66%	8.14%	8.71%	10.24%	10.51%	11.10%	3.23%	0.59%
Reading	3.55%	2.79%	2.33%	1.18%	0.08%	0.00%	0.18%	0.00%	0.05%	3.53%	-0.02%	3.48%
<b>Open</b>	<b>50.97%</b>	<b>53.71%</b>	<b>58.28%</b>	<b>58.26%</b>	<b>58.06%</b>	<b>55.35%</b>	<b>60.04%</b>	<b>56.90%</b>	<b>57.16%</b>	<b>54.66%</b>	<b>3.69%</b>	<b>-2.50%</b>
Math	42.45%	43.13%	48.58%	48.77%	49.16%	45.22%	50.18%	47.53%	48.99%	47.08%	4.63%	-1.91%
English	25.51%	27.13%	30.44%	28.08%	28.83%	28.94%	31.94%	31.86%	25.96%	25.28%	-0.23%	-0.68%
Reading	10.11%	11.02%	16.13%	16.39%	16.57%	17.38%	17.79%	18.77%	19.83%	17.96%	7.85%	-1.87%
Source: Enhanced Missouri Student Achievement Study (EMSAS)												

Table 5: Recent Missouri Public High School Graduate Enrollment in Remediation by Gender; 2003 to 2012												
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	10-Year Difference	1-Year Difference
<b>Women</b>	<b>30.53%</b>	<b>33.55%</b>	<b>34.39%</b>	<b>34.45%</b>	<b>34.90%</b>	<b>32.99%</b>	<b>37.93%</b>	<b>37.44%</b>	<b>37.41%</b>	<b>35.77%</b>	<b>5.24%</b>	<b>-1.64%</b>
Math	25.99%	27.38%	29.16%	28.96%	29.94%	27.71%	32.91%	32.30%	32.74%	31.38%	5.39%	-1.36%
English	13.40%	15.07%	15.92%	15.14%	15.24%	15.06%	18.13%	17.79%	15.35%	14.19%	0.79%	-1.16%
Reading	6.26%	6.53%	9.15%	9.32%	9.18%	9.10%	10.61%	10.06%	11.10%	10.08%	3.82%	-1.02%
<b>Men</b>	<b>29.36%</b>	<b>30.00%</b>	<b>31.97%</b>	<b>32.43%</b>	<b>31.86%</b>	<b>30.65%</b>	<b>35.28%</b>	<b>34.63%</b>	<b>33.81%</b>	<b>31.91%</b>	<b>2.55%</b>	<b>-1.90%</b>
Math	21.76%	22.01%	24.76%	25.76%	25.61%	23.43%	27.83%	28.02%	27.10%	26.51%	4.75%	-0.59%
English	15.99%	16.54%	17.48%	16.34%	16.52%	16.63%	18.79%	18.49%	15.69%	14.56%	-1.43%	-1.13%
Reading	4.53%	5.20%	6.95%	6.96%	7.09%	7.49%	7.85%	8.63%	9.35%	7.96%	3.43%	-1.39%
Source: Enhanced Missouri Student Achievement Study (EMSAS)												

**Table 6: Recent Missouri Public High School Graduate Enrollment in Remediation by Race/Ethnicity; 2003 to 2012**

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	10-Year Difference	1-Year Difference
<b>African American</b>	<b>59.69%</b>	<b>56.55%</b>	<b>58.28%</b>	<b>53.76%</b>	<b>59.21%</b>	<b>56.84%</b>	<b>59.14%</b>	<b>61.55%</b>	<b>60.99%</b>	<b>47.87%</b>	<b>-11.82%</b>	<b>-13.12%</b>
Math	52.51%	47.56%	49.12%	43.95%	49.18%	44.09%	50.51%	52.86%	51.78%	40.46%	-12.05%	-11.32%
English	36.54%	33.33%	32.33%	29.34%	32.66%	32.51%	36.45%	39.13%	35.49%	25.38%	-11.16%	-10.11%
Reading	20.49%	19.54%	23.97%	25.10%	27.65%	27.64%	28.12%	31.44%	29.89%	12.39%	-8.10%	-17.50%
<b>Caucasian</b>	<b>27.39%</b>	<b>29.66%</b>	<b>30.74%</b>	<b>30.63%</b>	<b>29.81%</b>	<b>28.93%</b>	<b>33.73%</b>	<b>31.80%</b>	<b>33.83%</b>	<b>28.85%</b>	<b>1.46%</b>	<b>-4.98%</b>
Math	21.73%	22.97%	25.01%	25.16%	24.86%	23.55%	27.96%	26.51%	28.74%	24.42%	2.69%	-4.32%
English	12.61%	13.87%	14.97%	13.81%	13.62%	13.58%	15.88%	14.70%	13.13%	10.31%	-2.30%	-2.82%
Reading	4.10%	4.54%	6.30%	6.02%	5.75%	5.99%	6.62%	6.55%	8.03%	5.75%	1.65%	-2.28%
<b>Hispanic</b>	<b>32.48%</b>	<b>31.29%</b>	<b>28.91%</b>	<b>33.60%</b>	<b>35.65%</b>	<b>35.97%</b>	<b>40.12%</b>	<b>35.83%</b>	<b>41.11%</b>	<b>44.73%</b>	<b>12.25%</b>	<b>3.62%</b>
Math	26.64%	23.81%	24.19%	27.56%	29.25%	29.73%	33.54%	30.75%	34.69%	33.09%	6.45%	-1.60%
English	15.33%	19.73%	12.68%	18.37%	18.38%	19.54%	23.25%	20.05%	21.87%	21.09%	5.76%	-0.78%
Reading	8.39%	5.44%	9.73%	8.92%	7.80%	11.64%	13.99%	11.50%	16.91%	17.45%	9.06%	0.54%
<b>Asian</b>	<b>26.83%</b>	<b>20.06%</b>	<b>16.67%</b>	<b>24.78%</b>	<b>20.87%</b>	<b>26.34%</b>	<b>24.50%</b>	<b>23.77%</b>	<b>28.61%</b>	<b>15.62%</b>	<b>-11.21%</b>	<b>-12.99%</b>
Math	16.03%	11.97%	9.12%	15.27%	13.33%	18.01%	14.99%	19.12%	21.01%	10.51%	-5.52%	-10.50%
English	17.77%	13.59%	10.69%	16.14%	13.62%	15.59%	17.29%	11.27%	16.20%	9.01%	-8.76%	-7.19%
Reading	4.53%	3.88%	2.52%	7.49%	3.77%	5.91%	6.05%	5.88%	11.39%	3.90%	-0.63%	-7.49%
<b>Other/Unknown</b>	<b>32.18%</b>	<b>35.00%</b>	<b>36.90%</b>	<b>42.81%</b>	<b>43.34%</b>	<b>33.92%</b>	<b>40.06%</b>	<b>45.96%</b>	<b>24.22%</b>	<b>46.34%</b>	<b>14.16%</b>	<b>22.12%</b>
Math	24.83%	26.58%	29.85%	36.12%	37.60%	28.34%	34.36%	38.86%	19.18%	41.45%	16.62%	22.27%
English	15.09%	18.16%	18.14%	18.66%	18.41%	18.51%	20.32%	23.77%	11.15%	23.26%	8.17%	12.11%
Reading	6.94%	8.29%	11.46%	12.24%	11.84%	10.24%	12.72%	9.23%	5.45%	18.47%	11.53%	13.02%
Source: Enhanced Missouri Student Achievement Study (EMSAS) Note: The 2012 change in race counts may be due to a change coding for that year												

**Performance and Retention in College**

**Table 7: Recent Missouri Public High School Graduate Retention by Gender and Race/Ethnicity, Fall 2011- Fall 2012**

	Students	Completed Fall 2011	Avg. Fall 2011 GPA	Avg. Credits Completed (Fall 2011)	Completed Spring 2012	Avg. Spring 2012 GPA	Avg. Credits Completed (Spring 2012)	Enrolled Fall 2012
<b>Female</b>	<b>12851</b>	<b>92.04%</b>	<b>2.80</b>	<b>19.12</b>	<b>79.95%</b>	<b>2.84</b>	<b>31.68</b>	<b>76.70%</b>
African American	1560	92.37%	2.33	13.56	76.92%	2.33	24.26	63.27%
Caucasian	9567	92.22%	2.85	19.66	80.00%	2.90	32.32	77.92%
Hispanic	188	80.85%	2.65	18.20	71.81%	2.64	29.40	76.60%
Asian	176	89.77%	2.96	19.71	87.50%	2.92	32.16	85.80%
Other/Unknown	1360	92.21%	2.98	21.73	83.24%	2.99	35.44	82.35%
<b>Male</b>	<b>10612</b>	<b>91.84%</b>	<b>2.55</b>	<b>18.12</b>	<b>77.75%</b>	<b>2.66</b>	<b>30.85</b>	<b>74.12%</b>
African American	925	91.14%	2.09	13.46	74.16%	2.16	24.27	64.11%
Caucasian	8265	92.12%	2.59	18.47	78.04%	2.70	31.23	74.70%
Hispanic	151	82.12%	2.38	15.36	66.89%	2.49	27.12	70.86%
Asian	214	90.65%	2.98	19.78	83.64%	2.94	33.38	84.58%
Other/Unknown	1057	91.86%	2.59	19.53	79.00%	2.72	33.22	76.73%
<b>Total</b>	<b>23475</b>	<b>91.95%</b>	<b>2.69</b>	<b>18.67</b>	<b>78.96%</b>	<b>2.76</b>	<b>31.31</b>	<b>75.53%</b>
African American	2486	91.91%	2.24	13.52	75.91%	2.27	24.26	63.60%
Caucasian	17838	92.18%	2.73	19.11	79.10%	2.81	31.82	76.42%
Hispanic	339	81.42%	2.53	16.93	69.62%	2.58	28.42	74.04%
Asian	319	90.28%	2.97	19.71	85.17%	2.93	32.82	84.91%
Other/Unknown	2421	92.07%	2.81	20.76	81.37%	2.87	34.49	79.88%

Source: Enhanced Missouri Student Achievement Study (EMSAS)

Table8: Recent Missouri Public High School Graduate Retention by Sector and Race/Ethnicity, Fall 2011- Fall 2012								
Sector	Students	Completed Fall 2011	Avg Fall 2011 GPA	Avg Credits Completed (Fall 2011)	Completed Spring 2012	Avg Spring 2012 GPA	Avg Credits Completed (Spring 2012)	Enrolled Fall 2012
<b>Public 2Y</b>	<b>11134</b>	<b>84.32%</b>	<b>2.45</b>	<b>15.14</b>	<b>67.97%</b>	<b>2.56</b>	<b>25.53</b>	<b>64.53%</b>
African American	1162	84.25%	2.04	9.90	63.68%	2.07	19.30	50.52%
Caucasian	9008	85.72%	2.50	15.89	69.64%	2.62	26.36	66.26%
Hispanic	192	68.75%	2.34	14.78	54.17%	2.47	24.32	67.1%
Asian	139	74.10%	2.82	14.30	66.91%	2.80	24.89	76.26%
Other/Unknown	633	71.41%	2.35	14.08	56.56%	2.46	24.26	62.09%
<b>Public 4Y</b>	<b>12341</b>	<b>98.84%</b>	<b>2.87</b>	<b>21.38</b>	<b>88.87%</b>	<b>2.90</b>	<b>35.30</b>	<b>85.45%</b>
African American	1324	98.64%	2.39	16.23	86.63%	2.39	27.46	75.08%
Caucasian	8830	98.77%	2.93	21.96	88.74%	2.96	36.20	86.78%
Hispanic	147	98.96%	2.70	18.90	89.80%	2.66	31.66	82.31%
Asian	252	99.21%	3.03	21.94	95.24%	2.98	35.89	89.68%
Other/Unknown	1788	99.38%	2.92	22.46	90.16%	2.97	36.76	86.19%
<b>Total</b>	<b>23475</b>	<b>91.95%</b>	<b>2.69</b>	<b>18.67</b>	<b>78.96%</b>	<b>2.76</b>	<b>31.31</b>	<b>75.53%</b>
African American	2486	91.91%	2.24	13.52	75.91%	2.27	24.26	63.60%
Caucasian	17838	92.18%	2.73	19.11	79.10%	2.81	31.82	76.42%
Hispanic	339	81.42%	2.53	16.93	69.62%	2.58	28.42	74.04%
Asian	319	90.28%	2.97	19.71	85.17%	2.93	32.82	84.91%
Other/Unknown	2421	92.07%	2.81	20.76	81.37%	2.87	34.49	79.88%

Source: Enhanced Missouri Student Achievement Study (EMSAS)

**Degree Completion**

**Table 9: Recent Missouri Public High School Graduate Six-Year Completion Rate by Gender and Race/Ethnicity, Fall 2006 through Spring 2012**

	Students	% Completed Associate's	% Completed at least Baccalaureate	Total Completions
<b>Female</b>	<b>14446</b>	<b>10.59%</b>	<b>42.86%</b>	<b>54.36%</b>
African American	1435	5.78%	25.92%	32.26%
Caucasian	11409	11.68%	45.81%	58.48%
Hispanic	308	8.44%	40.26%	49.03%
Asian	261	6.90%	56.70%	63.60%
Other/Unknown	1033	6.78%	31.17%	38.82%
<b>Male</b>	<b>11876</b>	<b>9.15%</b>	<b>38.70%</b>	<b>49.01%</b>
African American	1028	4.09%	19.84%	24.22%
Caucasian	9451	10.33%	41.45%	53.15%
Hispanic	239	5.02%	33.47%	38.49%
Asian	217	8.76%	56.22%	64.98%
Other/Unknown	941	4.04%	29.01%	33.58%
<b>Total</b>	<b>26323</b>	<b>9.94%</b>	<b>41.99%</b>	<b>51.95%</b>
African American	2463	5.08%	23.39%	28.91%
Caucasian	20860	11.07%	43.83%	56.06%
Hispanic	547	6.95%	37.29%	44.42%
Asian	478	7.74%	56.49%	64.23%
Other/Unknown	1975	5.47%	30.18%	36.35%

Source: Enhanced Missouri Student Achievement Study (EMSAS)

**Table 10: Recent Missouri Public High School Graduate Six-Year Completion Rate by Institutional Admissions Selectivity, Fall 2006 through Spring 2012**

	Students	Completed Associate's Degree	% Completed at least Baccalaureate	Total Completions
<b>Total</b>	<b>26323</b>	<b>9.94%</b>	<b>41.99%</b>	<b>51.95%</b>
Highly Selective	1300	1.46%	77.92%	79.38%
Selective	9137	1.95%	67.58%	69.83%
Moderately Selective	15137	15.76%	22.86%	40.21%
Open	749	4.67%	18.69%	23.50%

Source: Enhanced Missouri Student Achievement Study (EMSAS)

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Improving Teacher Quality Grant Update  
Coordinating Board for Higher Education  
April 4, 2013

### DESCRIPTION

Each year the Missouri Department of Higher Education receives approximately \$1.1 million from Title II, Part A of the No Child Left Behind Act to administer the Improving Teacher Quality Grant program. The competitive grants, awarded annually, support professional development projects conducted jointly by postsecondary institutions and high-need secondary schools in Missouri. ITQG projects focus on professional development for K-12 teachers in mathematics and science. This item provides background information about the ITQG program and a summary of the recent awards.

#### Program Background

- The No Child Left Behind law redesigned the Eisenhower Professional Development Program into the Improving Teacher Quality Grant Program
- ITQG supports:
  - Increased student academic achievement
  - Increased numbers of highly qualified K-12 teachers in core academic subjects
- Federal guidelines require funded projects to include:
  - Division of higher education that prepares teachers
  - Higher education department, school, or college of arts and sciences
  - High-need K-12 school district(s) as defined by data on poverty and teacher quality

#### Program Objectives

The ITQG program partners are dedicated to meeting the following objectives:

1. Improving student achievement in core subject areas
2. Increasing teachers' knowledge and understanding of key concepts
3. Improving teachers' practices in inquiry-based instruction
4. Enhancing teachers' knowledge and skill in designing and implementing assessment tools and use of assessment data to monitor the effectiveness of instruction
5. Impacting the preparation of pre-service teachers

#### Results from Previous Funding Cycles

Each ITQG project has been evaluated by a team of external evaluators. For Cycles 1-8, projects were evaluated by a team from the University of Missouri Science Education Center. Full copies of each project evaluation may be found at <http://pdeval.missouri.edu>. Beginning with Cycle 9, each project has been evaluated by a team from M.A Henry Consulting, LLC. The results of the evaluations from Cycle 9 were available as of November, 2012 at <http://www.mahenryconsulting.com/supportmaterials.aspx>. The results from Cycle 10 will be available November 2013.

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Data show that many teachers do not have opportunities for subject-specific professional development (PD) in their districts. Seventy-eight ITQG projects from Cycle-1 through Cycle-10 have been offered in over 200 districts across Missouri. Over 1,800 teachers have participated in at least one of these projects, and these teachers have directly impacted more than 145,000 students. According to the external evaluation findings, ITQG projects deliver quality PD to participants.

Thus, ITQG is fulfilling a need for subject-specific and prolonged PD in the state and has the potential for continuing impact on science and mathematics education in Missouri.

The data from Cycles 1-9 continue to show that students in participating high-need school districts perform better on the Missouri Assessment Program (MAP) examinations than those students in non-participating high-need school districts. Districts and schools participating in ITQG projects typically show higher MAP index scores and a greater percentage of students scoring at the highest levels on the MAP examinations.

Cycle-11 Grant Competition

MDHE staff uses a Request for Proposals (RFP) to solicit professional development project proposals. The RFP for each cycle establishes the grade level and content area focus required for the distribution of awards. The Cycle-11 RFP focused on the core areas of mathematics and science at any grade level (K-12). This RFP also introduced a new competitive priority in the Common Core State Standards. A panel of math and science professionals from K-12 and higher education institutions, an internal evaluation professional, a CCSS professional, and MDHE staff members reviewed the proposals.

As part of the Cycle-11 funding, two on-going, multi-year projects were recommended for renewal. Based on funding committed to these two projects, the funding available for new Cycle-11 ITQG projects was approximately \$800,000. Based on the recommendations of the review panel and analysis by MDHE staff, two of five projects proposed were selected for funding. The choice of awards reflected an equitable distribution of grant funds by geographic areas within the state, which is a federal requirement of the ITQG program.

The following new awards were made for ITQG Cycle-11:

<b>Lead Institution</b>	<b>Title</b>	<b>Grade Levels</b>	<b>Focus</b>	<b>Duration</b>	<b>Region</b>	<b>Project Director</b>
Southeast Missouri State University	<i>Making Mathematicians: Learning to Think and Apply</i>	K-6	Math & Science	Three Years	Southeast Missouri	Cheri Fuemmeler
Missouri State University	<i>Early Elementary Environmental Education: A Field-Based Approach</i>	K-4	Science	Two Years	South Central Missouri	Dr. Alice A. (Jill) Black

The following awards were renewed for ITQG Cycle-10:

<b>Institution</b>	<b>Title</b>	<b>Grade Levels</b>	<b>Focus</b>	<b>Years</b>	<b>Region</b>	<b>Project Director</b>
Missouri University of Science & Technology	<i>Science Education and Quantitative Literacy: An Inquiry-based Approach</i>	5- 7	Math & Science	3 of 3	Central Missouri, East Central Missouri, South Central Missouri	Dr. V.A. Samaranayake
Missouri State University	<i>Transforming Mathematics Instruction Using Inquiry and One-to-One Environments (TRIM 1+121)</i>	6-12	Math	2 of 3	Southwest Missouri	Dr. Lynda Plymate

**Conclusion**

The projects funded in Cycle-11 will provide essential professional development in mathematics and science to K-12 teachers in some of the highest-need school districts in the state. Strong partnerships between colleges, universities, and K-12 schools will allow Missouri to continue to improve student achievement and teacher preparation.

**STATUTORY REFERENCE**

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

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

**RECOMMENDED ACTION**

This is an informational item only.

**ATTACHMENT(S)**

None

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Committee on Transfer and Articulation Update  
Coordinating Board for Higher Education  
April 4, 2013

### DESCRIPTION

A primary responsibility of the CBHE is to ensure efficient and effective transfer of students among Missouri institutions. The Committee on Transfer and Articulation (COTA), the CBHE's standing advisory committee, works within the board's statutory authority to facilitate the transfer of students between institutions of higher education within the state. COTA is assisted in this work by the COTA Advisory Council (COTA-AC). This board item provides a brief summary of COTA's work in recent months.

#### Legislation on Transfer and Articulation

The General Assembly approved HB 1042, which directs the CBHE to take action on several issues related to transfer and articulation requiring the CBHE and all public two-year and four-year higher education institutions, with COTA's assistance, to develop a statewide core transfer library of at least 25 core courses that will be accepted in transfer across Missouri public institutions by July 2014. The bill further requires the CBHE and the public institutions to develop a policy to foster reverse transfer for students who have earned enough hours to be awarded an associate degree.

During a joint meeting between COTA and COTA-AC, members of both committees expressed support for MDHE's current work on several areas of this legislation, where COTA will continue to serve in an advisory role.

#### Revised Guidelines for Student Transfer and Articulation

At the joint meeting of COTA and COTA-AC in February 2012, representatives of COTA-AC offered a revision to the "Credit Transfer Guidelines for Student Transfer and Articulation Among Missouri Colleges and Universities" contained in the CBHE Public Policies. Several members of COTA-AC revised the policy, which was discussed at two subsequent COTA meetings. At COTA's January meeting the revisions were discussed and consensus was reached for the wording of the revision. A copy of the revision was sent to all public institutions of higher education and no further concerns were raised. The final revisions are attached in a separate agenda item, which COTA recommends that the CBHE endorse the revised policy guidelines.

#### 2013 Missouri Conference on Transfer and Articulation

The Missouri Conference on Transfer and Articulation, an annual statewide forum co-sponsored by the Coordinating Board and COTA to address transfer and articulation issues, was held February 1, 2013, in Columbia. Two hundred fifteen registrants from all institutional sectors attended the conference, with a significant increase from the Independent sector. The attendees included transfer practitioners, institutional faculty and staff, chief executive and chief academic officers, and MDHE staff.

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April 4, 2013

Attendees were welcomed by Jerry Patton, Assistant Dean of Adult Higher Education at Columbia College and Chair of COTA-AC. Dr. Rusty Monhollon, Assistant Commissioner for Academic Affairs at the MDHE, offered the keynote address entitled, *Something Better than in the Middle: HB 1042, the Common Core, and Increased Educational Attainment in Missouri*. The presentation offered updates on the impact and opportunities coming from recent initiatives for Missouri institutions of higher education.

Conference attendees rated the overall quality of the conference high, and gave high marks to the breakout sessions on innovative transfer technologies, student advising and strategies promoting access to traditionally underrepresented students. The 2013 Conference Evaluation Report and the full conference program are attached. Conference presentations and links are available at <http://www.dhe.mo.gov/cota/cotaconference.php>

The 2013 conference evaluation forms had a response rate of forty-nine percent, nearly equal to that of 2012. Overall, the assessment of the conference was generally positive and included recommendations that both COTA and COTA-AC will consider. Due to continued increased attendance, the size of the conference venue was most frequently remarked on. COTA-AC plans to address this concern during a debriefing session March 28, 2013.

#### 2011-2012 School Year Dual Credit Data Collection

The MDHE collected data from all of Missouri's institutions of higher education to monitor for quality and compliance to policy. The Dual Credit Report will be presented to the CBHE at the next meeting in June.

#### Conclusion

COTA's work over the next year will include assisting the implementation of HB 1042, as well as further collaboration with COTA-AC to plan the 2014 Conference.

#### **STATUTORY REFERENCE**

Section 173.020(3) and 173.005.2(6), RSMo, Responsibilities of the Coordinating Board

#### **RECOMMENDED ACTION**

This is an information item only.

#### **ATTACHMENT**

- List of Current COTA Members (Attachment A)
- 2012 Missouri Transfer Conference Program (Attachment B)
- 2012 Missouri Transfer Conference Evaluation Report (Attachment C)

## **Current COTA Membership**

### **Chair**

Ms. Pam McIntyre, President  
St. Louis Community college – Wildwood

### **Members**

Dr. Troy Paino, President  
Truman State University

Dr. Steve Graham, Senior Associate Vice President for Academic Affairs  
University of Missouri System

Dr. Evelyn Jorgenson, President  
Moberly Area Community College

Dr. R. Alton Lacey, President  
Missouri Baptist University

Ms. Julia Leeman, President  
Sanford-Brown College

Dr. Tuesday Stanley, Vice Chancellor  
Metropolitan Community College

Dr. Bruce Speck, President  
Missouri Southern State University

Dr. David Russell, Commissioner of Higher Education (ex-officio voting member)

### **Alternates**

Dr. Cindy Heider, Associate Vice Provost and Vice President for Academic Affairs  
Missouri Western State University

Dr. Donna Dare, Vice Chancellor for Academic and Student Affairs  
St. Louis Community College

Dr. Arlen Dykstra, Provost and Vice President for Academic Affairs  
Missouri Baptist University



## 2013 COTA Transfer and Articulation Conference

### Strategies for Completion

February 1, 2013  
Columbia, Missouri  
Courtyard by Marriott

**8:30** Registration and Continental Breakfast (Hotel Conference Center Lobby)

**9:00 Welcome**

Jerry Patton, Chair COTA-AC  
Pam McIntyre, Chair COTA

**Ballroom**

**9:15 Keynote**

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

**Ballroom**

“Something Better Than in the Middle’: HB 1042, the Common Core, and Increased Educational Attainment in Missouri.”

**10:00 Break**

**10:10 – 11:05 Session One Breakouts**

**Developmental Education: A Panel Discussion**

**Room A/B**

Presenters: Heather Mosley Linhardt, Research Associate for Academic Affairs, MDHE  
Jennifer Dunkel, Lead Instructor, Developmental English, Ozark Technical College  
Melody Shipley, Dev. Ed. Coordinator/ Math Faculty, North Central Missouri College  
Kelli Cronk, Reading Instructor/Speech-Language Pathologist (MO/KS),  
MCCCKC-Longview

*Moderator:* Jerry Patton, COTA AC Chair, Columbia College

Missouri HB 1042, signed in June 2012, has brought a laser focus to Missouri’s developmental education and the need to replicate best practices in remediation, and identify and minimize ineffective methods used in student preparation. This panel discussion, led by four MO experts, is not to be missed. Participants in this session will 1) be privy to the current status of developmental education initiatives at the state level as well as some preliminary findings from a state-wide survey of current

developmental education practices in Missouri's institutes of higher education; 2) be introduced to developmental education course redesign including vocabulary, principles, techniques and models that improve quality and may even reduce cost; 3) learn to engage developmental learners through highly visual PowerPoint presentations; and 4) see an example of how course-wide assessment can impact student retention and completion rates. Audience Q & A will follow the discussion.

**How TES College Source saved Columbia College evaluators from Mental Disintegration**

**Room C**

Presenter: Scott Ziolk, Senior Evaluator, Columbia College  
Moderator: Kathleen Burns, University of Missouri- St. Louis

TES products facilitate the creation of equivalency guides that provide better information, and are easier to maintain and update. Columbia College Evaluators use TES's Equivalency Manager to quickly create more robust guides than the previous PDF versions. The Equivalency Migration function updates each guide to the most current version. TES allows Evaluations to take a lengthy, convoluted process and make it efficient, which provides more transparency in regard to transfer credit equivalencies for students and advisors.

**Recruitment, Retention and Relationship Building Using Transfer Guides**

**Room D**

Presenter: Gina Mumpower-Turner, Associate Director of Transfer Recruitment, Park University  
Moderator: Melissa Hattman, University of Missouri - St. Louis

Learn how transfer guides and unofficial evaluation credit evaluations can be used not only for recruitment, but also as retention tools. The benefits of these tools will be discussed from an administrative perspective, as a key element in building relationships between 2-year advisors and 4-year admissions counselors.

**11:10 – 12:05                      Session Two Breakouts**

**Missouri Learning Commons: Statewide Course Redesign Initiative**

**Room A/B**

Presenter: Christa Weisbrook, Director of Academic Programs, University of Missouri System  
Shanna Slavings, Assistant Professor, Communication, Missouri Southern State University  
Moderator: Gavin O'Connor, Ozark Technical College

The Missouri Learning Commons is a statewide course redesign initiative in which each of Missouri's 13 public 4-year institutions is taking the lead in redesigning at least one

major gateway course to improve student learning, persistence, and program completion, while also reducing the costs of instruction. This presentation will explain the course redesign process and feature several faculty who redesigned courses. The faculty will discuss ways to improve student learning in high enrollment courses by increasing the level of student engagement in the course, while also decreasing costs.

**“Bridging the Gap between Community Colleges and Baccalaureate Degrees in STEM”**

**Room C**

Presenters: Timothy Walston, Associate Professor of Biology, Truman State University  
Moderator: April Hoekenga, St. Charles Community College

Students who attain an AA degree and transfer to a four-year institution to major in a STEM discipline often find themselves behind their same-age peers and facing STEM-heavy course schedules. Truman State University has been working with Moberly Area College, St. Charles Community College and Metropolitan Community college to increase the number of community college students who pursue and earn STEM baccalaureate degrees. At present, the MDHE Imperatives for Change baseline report shows that the success rate hovers around 10%. In this talk, we will explore what we believe constrains Missouri’s ability to increase this rate and how broader use of the Associate of Science degree could change this.

**Transfer Credit Reevaluation Simplified**

**Room D**

Presenters: Don Simpson, Associate VP for Enrollment Mgmt, Missouri State University  
Brian Edmond, Senior Systems Analyst, Missouri State University  
Moderator: Erin Shaw, Truman State University

Missouri State University, with over 2,300 new transfers a year, developed an online system for students to request reevaluation of their transfer credit and for academic department heads to review and act on those requests. The system, which students access through their Banner portal, also supports pre-approval of credit for students planning to take courses at other colleges and universities. This session will review the development, implementation, and enhancement of this system.

**12:15 Lunch – Networking – Table Topics**

**Ballroom**

**1:30 Short Break**

1:35 – 2:30

## Session Three Breakouts

### **A+ Program**

**Room A/B**

Presenter: Leroy Wade, Assistant Commissioner, MDHE  
Kelli Reed, Student Assistant Associate, MDHE  
*Moderator:* Kimberly Fitzgerald, St. Louis Community College

The scholarship component of the A+ program continues to provide eligible high school students with unique post-secondary education opportunities. Join members of the MDHE financial assistance staff to learn more about the program's operation and upcoming changes as well as to get your questions answered about the A+ Scholarship.

### **DeVry Experience with Project Win-Win**

**Room C**

Presenters: Dr. Ryan Meador, Registrar, DeVry University  
Dr. Cathie Peterson, Dean of Academic Affairs, DeVry University  
Sarah Neucombe, Assistant Registrar, DeVry University  
*Moderator:* Crystal Kroner, MDHE

The Win-Win Project was created through a partnership with the Institute for Higher Education (IHEP) and the State of Missouri's Higher Education Executive Officers (SHEEO), and funded by the Lumina Foundation for Education in response to President Obama's 2020 graduation goal. The goal of this program is to identify students who met graduation requirements but never received an associate's degree. This presentation discusses how DeVry University identified eligible former students, the challenges the project team faced, and student's reaction to the program.

### **Transfer Student Orientation**

**Room D**

Presenters: Erin Shaw, Academic Advisor, Truman State University  
Jeremy Brinning, Admissions Counselor for Transfer Programs, Truman State University  
*Moderator:* Melissa Ingram, University of Missouri System

Many universities offer a transfer student orientation to help incoming transfers ease into their new environment. At Truman, we offer a multi-day orientation that runs at the same time as Truman Week, our first-year student orientation, in the fall and a weekend orientation before classes start in the spring. Based on student feedback over the years, we have continued to refine our orientation to meet our students' needs. This presentation will share what TSU is currently doing and then will open the floor for other schools to share their best practices and ideas.

**2:40 – 3:00      Closing Remarks, Conference Evaluation Collection and Attendance Prizes**



Missouri Department of Higher Education

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# Evaluation Summary

Committee on Transfer and Articulation  
Transfer Conference

February 1, 2013

Released April 2013

2013

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DRAFT

The Committee on Transfer and Articulation (COTA) is charged by the Coordinating Board for Higher Education to review and make recommendations on transfer issues, study and develop transfer guidelines for traditional and non-traditional credits, and review and recommend resolutions on cases of appeal from institutions or students.

The COTA-Advisory Council (COTA-AC) acts as an arm of COTA. Its primary role is to review proposed revisions and initiatives to statewide transfer and articulation policies and to assess, evaluate, and provide feedback on the feasibility of implementation of said proposals. Additionally, the Advisory Council will bring forward to COTA any issues or emerging trends that will affect the transfer of students and/or post-secondary credits between institutions in this state.

The Missouri Transfer Conference is coordinated by COTA and planned by COTA-AC, and has been held annually since 2007. The intent of the conference is to provide attendees with additional data about best transfer practices, persistent transfer problems, and useful resources. The conference also provides an excellent opportunity to network with colleagues from across the state on transfer/articulation issues and challenges of mutual concern.

The 2013 conference theme was “Strategies for Completion.” It was organized into three sessions featuring topics on innovative strategies to improve transfer between institutions, while also addressing impact areas in higher education from the recent provisions of House Bill 1042 focused on reverse transfer, creating a core transfer library, and developmental education.

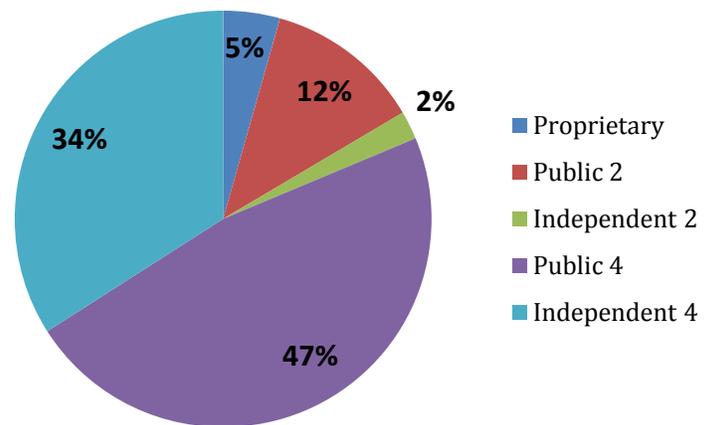
The members of the Committee on Transfer and Articulation extend their gratitude and appreciation for the excellent work of the planning committee and COTA-AC in facilitating this year’s conference. COTA also would like to thank St. Louis Community College for its financial support of the 2013 conference and Missouri University of Science and Technology for handling registrations.

## Demographic Summary

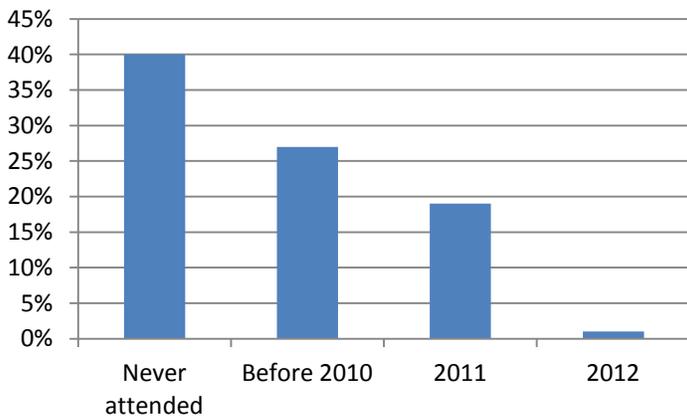
Due to attendance jumping over 20% from 2011 to 2012 Transfer Conferences, registration was capped at 215 this year with a few allowances for walk-ins. A significant number (nearly 40%) of first time attendees were among those completing evaluations with 23% having consistently attended since before 2010. The evaluation response rate continues to remain near 50% when compared to the 2011 conference. As in previous years, participation across sectors showed highest representation among 4 year public institutions, with an increase in first time attendees from the independent 4-year sector. Job functions showed a slight majority of attendees representing student affairs, which is a shift from academic affairs. A new group is emerging in IT/Enrollment Management, likely resulting from the stronger role technology will play in Reverse Transfer.

## Attendance by Sector

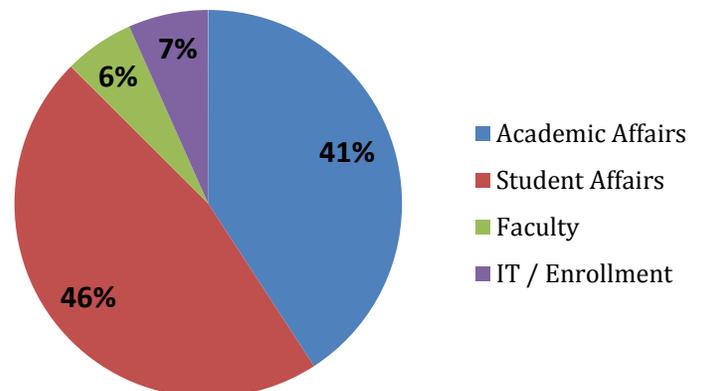
Evaluation Response Rate		
	2013	2012
Total attendees	216	215
Total evaluations	106	111
Response rate	49%	52%



## Previous years of attendance



## Divisions Represented



## Overall Assessment of the 2013 Conference

Overall satisfaction with the conference remained consistently high with responses with a significant increase in the number of participants saying they would recommend this conference to other transfer professionals, and also consistent with the assessment of breakout sessions at previous conferences.

Evaluation Questions Mean response, scale 1 (strongly disagree) to 10 (strongly agree)	2013 (n=106)	2012 (n=111)	2011 (n=93)	2010 (n=66)
Today's conference was helpful for increasing my understanding	8.1	8.2	7.6	7.7
The presentations and discussions addressed important issues surrounding transfer	8.3	8.3	7.8	7.8
Overall, I am satisfied with today's conference	8.3	8.3	7.9	7.9
I would recommend this conference to other transfer professionals	9.3	8.5	7.9	8.0
I am interested in participating in future conferences or events about transfer student issues	8.5	8.4	7.9	7.9

### Breakout Session Feedback

Assessment of breakout sessions was generally high, showing the highest attendance in topics handling transfer student recruitment, retention, and orientation. Questions were measured on a mean scale of 1 (strongly disagree) to 10 (strongly agree).

1. *This conference session was helpful for increasing my understanding of a specific transfer issue or practice*
2. *This topic was relevant to my transfer practice*
3. *The presenter was knowledgeable about the topic presented*
4. *Overall, I am satisfied with this session.*

Session Title		n	Q1	Q2	Q3	Q4	Average
Session 1	Developmental Education Panel	26	7.7	7.1	8.2	8.1	<b>7.8</b>
	How TES College Source saved Columbia College evaluators from Mental Disintegration	18	8.8	8.3	9.4	9.2	<b>8.9</b>
	Recruitment, Retention and Relationship Building Using Transfer Guides	57	6.4	7.9	7.3	6.7	<b>7.1</b>
Session 2	Missouri Learning Commons: Statewide Course Redesign Initiative	26	6.8	5.5	8.7	7.7	<b>7.2</b>
	"Bridging the Gap between Community Colleges and Baccalaureate Degrees in STEM"	31	8.3	7.5	8.7	8.4	<b>8.2</b>
	Transfer Credit Reevaluation Simplified	41	9.1	8.4	9.6	9.1	<b>9.1</b>
Session 3	A+ Program	22	8.4	7.3	8.9	8.9	<b>8.4</b>
	DeVry Experience with Project Win-Win	16	7.6	8.1	7.9	7.8	<b>7.9</b>
	Transfer Student Orientation	53	7.4	7.4	8.0	7.8	<b>7.7</b>
Averages for Questions			<b>7.8</b>	<b>7.6</b>	<b>8.5</b>	<b>8.2</b>	

## 2013 Written Conference Feedback Summary

Generally, participants at this year's conference reported positively, although there were critiques of specific aspects of the conference. Written feedback was based on three questions, which are provided below with a listing of responses appearing most frequently.

**Question 1: "What aspects of today's conference did you find most helpful?"** A majority of participants stated they were especially appreciative of the opportunity to network with colleagues facing similar issues, along with a venue offering insight from the state perspective on recent legislation.

- Opportunity to network
- Keynote address updating on House Bill 1042 and Common Core
- Presentation topics were relevant and interesting
- Hot topics roundtables

**Question 2: "What suggestions do you have to improve future conferences?"**

Along with the suggestions below, many responses included recommendations for future session topics and addressing issues with the conference venue.

- Make adjustments to the length and number of sessions to include more options
- Better integrate and reorganize hot topics session
- Logistical issues regarding conference venue and space
- Add dual credit session

**Question 3: "What are transfer issues on the horizon that could be effectively addressed at a future conference?"**

Along with recommendations appearing in Question 2 above, respondents identified a wide range of issues they would like to see addressed at future conferences, along with several requests to continue working on current issues.

- Transferring military credit
- How online education fits into transfer topics
- More discussion of IT implications in transfer initiatives

## **Recommendations for COTA Policy Consideration**

Based on conference feedback, the following area is recommended for consideration by COTA.

- Focus on issues related to military transfers
- Continue with updates on House Bill 1042 and Common Core State Standards
- Continue with updates and involvement in Core Transfer Library

DRAFT

## Appendix A



### 2013 COTA Transfer and Articulation Conference Strategies for Completion

February 1, 2013  
Columbia, Missouri  
Courtyard by Marriott

**8:30** Registration and Continental Breakfast (Hotel Conference Center Lobby)

**9:00 Welcome**

Jerry Patton, Chair COTA-AC  
Pam McIntyre, Chair COTA

**Ballroom**

**9:15 Keynote**

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

**Ballroom**

“Something Better Than in the Middle’: HB 1042, the Common Core, and Increased Educational Attainment in Missouri.”

**10:00 Break**

**10:10 – 11:05 Session One Breakouts**

**Developmental Education: A Panel Discussion**

**Room A/B**

Presenters: Heather Mosley Linhardt, Research Associate for Academic Affairs, MDHE  
Jennifer Dunkel, Lead Instructor, Developmental English, Ozark Technical College  
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*Moderator:* Jerry Patton, COTA AC Chair, Columbia College

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Participants in this session will 1) be privy to the current status of developmental education initiatives at the state level as well as some preliminary findings from a state-wide survey of current

## Appendix A

developmental education practices in Missouri's institutes of higher education; 2) be introduced to developmental education course redesign including vocabulary, principles, techniques and models that improve quality and may even reduce cost; 3) learn to engage developmental learners through highly visual PowerPoint presentations; and 4) see an example of how course-wide assessment can impact student retention and completion rates. Audience Q & A will follow the discussion.

### **How TES College Source saved Columbia College evaluators from Mental Disintegration**

**Room C**

*Presenter:* Scott Ziolk, Senior Evaluator, Columbia College

*Moderator:* Kathleen Burns, University of Missouri- St. Louis

TES products facilitate the creation of equivalency guides that provide better information, and are easier to maintain and update. Columbia College Evaluators use TES's Equivalency Manager to quickly create more robust guides than the previous PDF versions. The Equivalency Migration function updates each guide to the most current version. TES allows Evaluations to take a lengthy, convoluted process and make it efficient, which provides more transparency in regard to transfer credit equivalencies for students and advisors.

### **Recruitment, Retention and Relationship Building Using Transfer Guides**

**Room D**

*Presenter:* Gina Mumpower-Turner, Associate Director of Transfer Recruitment, Park University

*Moderator:* Melissa Hattman, University of Missouri - St. Louis

Learn how transfer guides and unofficial evaluation credit evaluations can be used not only for recruitment, but also as retention tools. The benefits of these tools will be discussed from an administrative perspective, as a key element in building relationships between 2-year advisors and 4-year admissions counselors.

**11:10 – 12:05**

**Session Two Breakouts**

### **Missouri Learning Commons: Statewide Course Redesign Initiative**

**Room A/B**

*Presenter:* Christa Weisbrook, Director of Academic Programs, University of Missouri System

Shanna Slavings, Assistant Professor, Communication, Missouri Southern State University

*Moderator:* Gavin O'Connor, Ozark Technical College

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## Appendix A

major gateway course to improve student learning, persistence, and program completion, while also reducing the costs of instruction. This presentation will explain the course redesign process and feature several faculty who redesigned courses. The faculty will discuss ways to improve student learning in high enrollment courses by increasing the level of student engagement in the course, while also decreasing costs.

### **“Bridging the Gap between Community Colleges and Baccalaureate Degrees in STEM”**

#### **Room C**

Presenters: Timothy Walston, Associate Professor of Biology, Truman State University

*Moderator:* April Hoekenga, St. Charles Community College

Students who attain an AA degree and transfer to a four-year institution to major in a STEM discipline often find themselves behind their same-age peers and facing STEM-heavy course schedules. Truman State University has been working with Moberly Area College, St. Charles Community College and Metropolitan Community College to increase the number of community college students who pursue and earn STEM baccalaureate degrees. At present, the MDHE Imperatives for Change baseline report shows that the success rate hovers around 10%. In this talk, we will explore what we believe constrains Missouri’s ability to increase this rate and how broader use of the Associate of Science degree could change this.

### **Transfer Credit Reevaluation Simplified**

#### **Room D**

Presenters: Don Simpson, Associate VP for Enrollment Mgmt, Missouri State University

Brian Edmond, Senior Systems Analyst, Missouri State University

*Moderator:* Erin Shaw, Truman State University

Missouri State University, with over 2,300 new transfers a year, developed an online system for students to request reevaluation of their transfer credit and for academic department heads to review and act on those requests. The system, which students access through their Banner portal, also supports pre-approval of credit for students planning to take courses at other colleges and universities. This session will review the development, implementation, and enhancement of this system.

**12:15 Lunch – Networking – Table Topics**

**Ballroom**

**1:30 Short Break**

## Appendix A

### 1:35 – 2:30      **Session Three Breakouts**

#### **A+ Program**

**Room A/B**

Presenter: Leroy Wade, Assistant Commissioner, MDHE  
Kelli Reed, Student Assistant Associate, MDHE

*Moderator:* Kimberly Fitzgerald, St. Louis Community College

The scholarship component of the A+ program continues to provide eligible high school students with unique post-secondary education opportunities. Join members of the MDHE financial assistance staff to learn more about the program's operation and upcoming changes as well as to get your questions answered about the A+ Scholarship.

#### **DeVry Experience with Project Win-Win**

**Room C**

Presenters: Dr. Ryan Meador, Registrar, DeVry University  
Cathie Peterson, Dean of Academic Affairs, DeVry University  
Sarah Neucombe, Assistant Registrar, DeVry University

Dr.

*Moderator:* Crystal Kroner, MDHE

The Win-Win Project was created through a partnership with the Institute for Higher Education (IHEP) and the State of Missouri's Higher Education Executive Officers (SHEEO), and funded by the Lumina Foundation for Education in response to President Obama's 2020 graduation goal. The goal of this program is to identify students who met graduation requirements but never received an associate's degree. This presentation discusses how DeVry University identified eligible former students, the challenges the project team faced, and student's reaction to the program.

#### **Transfer Student Orientation**

**Room D**

Presenters: Erin Shaw, Academic Advisor, Truman State University  
Jeremy Brinning, Admissions Counselor for Transfer Programs, Truman State University

*Moderator:* Melissa Ingram, University of Missouri System

Many universities offer a transfer student orientation to help incoming transfers ease into their new environment. At Truman, we offer a multi-day orientation that runs at the same time as Truman Week, our first-year student orientation, in the fall and a weekend orientation before classes start in the spring. Based on student feedback over the years, we have continued to refine our orientation to meet our students' needs. This presentation will share what TSU is currently doing and then will open the floor for other schools to share their best practices and ideas.

### **2:40 – 3:00 Closing Remarks, Conference Evaluation Collection and Attendance Prizes**

**Appendix B**

**2012 COTA Conference on Transfer and Articulation**

**Articulation & Transfer: Building Bridges**

**Evaluation and Feedback Form**

**Help us make future conferences even better!**

Thank you so much for your attendance and participation in the 2013 COTA Conference on Transfer and Articulation. Your feedback is an essential tool that we use to improve future conferences and better serve Missouri transfer professionals. Please take a few moments to tell us what we did well and how we can improve!

**Demographic Information**

Institutional Sector (circle one):	Proprietary	Public 2-year	Independent 2-year	Public 4-year	Independent 4-year
Position Area (circle all that apply):	Faculty	Administration: Student Affairs      Academic Affairs		Unit/Department: (e.g. Transfer Svcs.)	Other: _____
Previous COTA Conference Attendance (circle all that apply):	Never Attended	Attended before 2010	Attended 2011 conference	Attended 2012 conference	

**Overall Conference Evaluation**

*(individual session evaluation on reverse)*

<i>Please rate how much you agree or disagree with each statement.</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Disagree</i>	<i>Disagree</i>	<i>Disagree</i>	<i>Some-what Disagree</i>	<i>Some-what Agree</i>	<i>Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
<i>Today's conference was helpful for increasing my understanding of transfer issues and practices</i>	1	2	3	4	5	6	7	8	9	10
<i>The presentations and discussions addressed important issues surrounding transfer</i>	1	2	3	4	5	6	7	8	9	10
<i>Overall, I am satisfied with today's conference</i>	1	2	3	4	5	6	7	8	9	10
<i>I would recommend this conference to other transfer professionals</i>	1	2	3	4	5	6	7	8	9	10
<i>I am interested in participating in future conferences or events about transfer student issues</i>	1	2	3	4	5	6	7	8	9	10

**What aspects of today's conference did you find most helpful?**

**What suggestions do you have to improve future conferences?**

**What are transfer issues on the horizon that could be effectively addressed at a future conference?**

## Appendix B

<b>Individual Session Evaluations</b>										
<b>Session Number:</b> _____	<b>Title or Topic:</b> _____									
<i>Please rate how much you agree or disagree with each statement.</i>	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Some-what Disagree</i>	<i>Some-what Agree</i>		<i>Agree</i>		<i>Strongly Agree</i>
<i>This conference session was helpful for increasing my understanding of a specific transfer issue or practice</i>	1	2	3	4	5	6	7	8	9	10
<i>This topic is relevant to my transfer practice</i>	1	2	3	4	5	6	7	8	9	10
<i>The presenter was knowledgeable about the topic presented</i>	1	2	3	4	5	6	7	8	9	10
<i>Overall, I am satisfied with this session</i>	1	2	3	4	5	6	7	8	9	10
Other comments or feedback regarding this session:										
<b>Session Number:</b> _____	<b>Title or Topic:</b> _____									
<i>Please rate how much you agree or disagree with each statement.</i>	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Some-what Disagree</i>	<i>Some-what Agree</i>		<i>Agree</i>		<i>Strongly Agree</i>
<i>This conference session was helpful for increasing my understanding of a specific transfer issue or practice</i>	1	2	3	4	5	6	7	8	9	10
<i>This topic is relevant to my transfer practice</i>	1	2	3	4	5	6	7	8	9	10
<i>The presenter was knowledgeable about the topic presented</i>	1	2	3	4	5	6	7	8	9	10
<i>Overall, I am satisfied with this session</i>	1	2	3	4	5	6	7	8	9	10
Other comments or feedback regarding this session:										
<b>Session Number:</b> _____	<b>Title or Topic:</b> _____									
<i>Please rate how much you agree or disagree with each statement.</i>	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Some-what Disagree</i>	<i>Some-what Agree</i>		<i>Agree</i>		<i>Strongly Agree</i>
<i>This conference session was helpful for increasing my understanding of a specific transfer issue or practice</i>	1	2	3	4	5	6	7	8	9	10
<i>This topic is relevant to my transfer practice</i>	1	2	3	4	5	6	7	8	9	10
<i>The presenter was knowledgeable about the topic presented</i>	1	2	3	4	5	6	7	8	9	10
<i>Overall, I am satisfied with this session</i>	1	2	3	4	5	6	7	8	9	10
Other comments or feedback regarding this session:										

## Appendix C

### Responses from General Session Feedback

#### What aspects of today's conference did you find most helpful?

- Update on HB 1042, ability to network
- Networking with folks from other campuses. Getting an overview from Rusty
- Networking
- Hot topics, military credit transfer. The smaller groups to ask questions about specific items was very helpful
- A+ and STEM was most informative
- Information on HB 1042
- Info from other schools and how to they handle issues using up-to-date software
- Reevaluation session
- Keynote speaker
- Hearing other schools
- I loved the win-win and panel discussions
- The lunch topic about the transfer library was really good and very applicable
- hot topic table discussions
- Making connections. Hearing state level changes
- ideas for orientating transfer students
- networking
- information related to HB 1042
- Updates on legislative and statewide initiatives are always helpful. Networking across the sectors is valuable
- roundtable and intro were most useful
- common course redesign, networking at lunch
- sessions and networking
- Opportunity to network, update on HB 1042 and explanation
- I liked the key note who addressed all we were going to discuss today in breakouts! Could be "a little" shorter.
- evaluation topics
- All great--schedule, food, topics
- keynote and presentations
- Dr. Monhollon's update on higher ed issues
- TES Session per colleagues and MSU Session, networking
- Much of the information was specific enough to be meaningful, but general enough to be applicable to many participants. Great opportunity to catch up with peers from other institutions
- MSU-online banner system
- Networking
- networking with other transfer professionals

## Appendix C

- transfer guides and articulations
- nice variety of topics
- Transfer credit re-evaluation
- reverse transfer keynote speech
- topics were relevant and informative, schedule was followed
- session 2-transfer evaluations, session 3-transfer orientation, table topic--military articulation
- everything was great
- I liked the luncheon "hot" topics--I just wish I could have gone to multiple lunch topics
- I am new to working in higher education. Any information and tips for our state is much helpful and appreciated.
- Bridging the gap was great! Roundtable didn't work with logistics, couldn't hear!
- The discussion of transfer library. It was very different and much more positive than gossip suggests.
- Hot topics
- User POV on TES and other technologies
- networking, talking with others to see how they do things
- transfer evaluation processes
- legislation updates / status of transfer in Missouri
- Rusty's interpretation of 1042-s charge
- articulation, transfer guides
- state changes and higher ed bills
- excellent table conversations, and presentation topics were very current!
- the conversations on the military transfer credits especially since UCM has a huge military community with WAFB being only 15 minutes from campus.
- networking with other professionals
- the information on STEM, talking about AA/AS and reverse transferring
- Breakout sessions, learning new ideas
- the transfer reevaluation session was very helpful
- Keynote
- STEM
- The TES session
- Update on state progress toward HB 1042 and curriculum delivery plan for Dev. Ed
  
- **What suggestions do you have to improve future conferences?**
- seating was an issue at some sessions
- Make sure sessions are relevant to transfer issues
- larger facility
- move the afternoon session up--begin at 1
- perhaps do smaller groupings like hot topics in more areas or sessions
- 30-45 minute sessions instead of an hour
- Round table discussions after lunch did not work well. Need to come up with a better

## Appendix C

format.

- The hot topic lunch table discussions were not productive. Should be another breakout session
- Moderators should manage Q&A to keep questions on topic
- More sessions dealing with dual credit, helping transfer students graduate, extended studies campuses
- More IT tools for auto evaluation
- none
- More session to choose from during designated time slots. The hallway traffic flow during lunch and between sessions is awful.
- statewide issues
- I do think there are enough topics for four sessions with rountables as an option in each
- The kitchen is too loud! In Room C (and during key note speaker) the kitchen banged pots, pans, dishes, talked loudly and it was totally distracting. Maybe just a sound door would work
- some topics were too basic
- more on hot topics--loved this--wanted to attend 3-4 of them. More time for this!
- Larger spaces
- Combine with a statewide retention conference
- Online services
- longer hot topics sessions maybe held in different rooms, was a little hard to hear
- credit by exam info
- More time for roundtable discussions
- online elements, forum or panel discussion to include proprietary schools
- The facilities were cold all day long. Warm it up!
- It was great--lunch was good too
- Temperature in the room is too cold
- More examples of resolving challenges with collaborative creative partnerships
- Warmer. Spacier. It just felt really crowded. More time for the table talks.
- Continue on
- The sound of other presenters traveled through the temporary walls. Maybe next time have them in permanent rooms
- need more info on international evaluation processes
- Broader range of topics
- more drink options, serve it at tables, more lines for food
- I'd like to know how to submit
- working for an online university, it will be great to hear more about the challenges online universities face
- more of the same
- A panel on online education would be welcomed
- Relationships between accepting transfer credits and student debt
- Opportunity to meeting with colleagues in the same / similar positions

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- Shorten keynote speech and eliminate hot topics to allow for additional session. Run topics more than one session

### **What are transfer issues on the horizon that could be effectively addressed at future conferences?**

- reverse transfer
- Core transfer library, continue conversation on HB 1042
- veteran's transfer credits
- Military transfers
- Great food! Thanks
- Dual credit and the silly survey I had to do
- experiential learning and professional training-military
- transfer library
- More on reverse transfer as that policy/initiative moves forward
- dual credit (acceptance of credit by 4 year institutions)
- credit for prior learning
- More information on reverse transfer
- The new look look at HS (STEM) Junior and seniors doing dual credit during years then bridging to a BS program to finish in 2-3 years
- The effect of common core on dual credit policies
- EDX transcripts; update on reverse transfer and the 25 core course library
- Still need to work together on understanding issues with remedial..k-12 to CC to 4 year. How do we improve communication with the students and the expectations.
- Private universities and placement testing as it relates to general education
- financial aid
- military credit transfers
- IB credit
- how we roll up our sleeves and work together to educate all students
- None that wasn't already covered
- money will always be an excuse, what are the common trends/ degrees/ alternatives that attract "traditional" transfer students
- Streamlining transfer enrollment to meet "customized" demand of students
- Standard transfer agreements
- international evaluations
- is articulation at community colleges being replaced with expansion of dual credit?
- Growing online, non-traditional populations
- work experience coming in with transfer work. Non accredited institution issues
- Inclusion of faculty in transfer / articulation processes / events

## Appendix D

### Responses from Individual Session feedback

#### Session 1

##### Developmental Education Panel

- "Kelli Cronk's presentation was very insightful on powerpoint presentations-great job. Jennifer's presentation on collaboration in grading with English instruction is impressive and needed."
- "Not sure how the PP connected with this topic."
- "Panel was a little too diverse, seemed to get off topic at times."
- "I found this session fairly useless. I'm very familiar with dev ed practices in individual classrooms. What I wanted to learn was about the impact of HB 1042. The only useful info was the survey results."
- "I enjoyed the session and found it very informative but not very applicable to transfer issues."
- "This session was not directly about transfer issues."

##### How TES Saved Columbia College from Mental Disintegration

- "Scott relayed information with compusure and confidence. This topic should be repeated next year and hopefully the room will be full!"
- "Awesome!"
- "It does not pertain to the transfer system we need."
- "Scott gave a thorough, professional, user-friendly presentation of a technical topic. Highly engaging and informative. Lots of buzz later in the conference about it."
- "It definitely is proven to be user friendly--might be time consuming to start (if you don't have the extra staff)."
- "This process has really helped Columbia College. The presenter was knowledgable [sic] of the subject and answered questions thoughly[sic]."

##### Recruitment, Retention, Using Transfer Guides

- "Most campuses do this."
- "Came to learn more about retention."
- "A copy of transfer guide would have been helpful."
- "Was familiar w/home motivation--could have been more global."
- "We are already using transfer guides so I didn't learn much, but it seemed to bring a lot of questions from others"
- "1980's stuff."
- "I guess I was hoping for something at a higher level. I feel this was fairly basic for people that are currently working with transfers."
- "Stated at beginning of presentation there was no data on retention component--disappointing. Presented a bit too fast-"
- "Not much beyond what we do already."
- "Good, presenter could have done beeter answering questions."
- "This session had nothing new to offer. We all have been doing this."
- "We were doing this 10 yrs ago."
- "None."
- "Didn't really learn anything new."
- "Process very similar to what we already do--with a bit more 'authority.'"

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- "Got ideas for us--general enough, but with great info on how she does it at Park. Good job!"
- "Needed more information regarding retention."
- "Much of the presentation is similar to our schools' policies. Park seems to be a little stricter on transfers than we are. It seemed Park's policies were very different from many institutions."
- "Online would be more helpful-Thanks-"
- "The title and description lead me to believe this presentation would focus on Retention and Relationship Building, neither of which were even addressed. Should have been called 'Transfer Guides and Unofficial Evaluations: What They Are.'"
- "The practices in this session are very similar to those used at my institution. Because of this, I was unable to learn more about Transfer guides. I was able to learn more about Park University and its practices though."

### Session 2

#### Missouri Learning commons: Statewide Course Redesign

- "Great job!"
- "Too specific to MSSU."
- "This session did fulfill my expectations. It was extremely informative and helpful."
- "Again--this was interesting, but I did not see the relationship to transfer issues."
- "Enjoyed hearing of others' experience in redesigning a high-volume course."
- "Shanna was excellent."
- "The 4-year schools seemed to be moving toward less active teaching. Seemed odd."
- "Course redesign is a valuable higher ed tool/topic-don't understand the link to transfer."

#### Bridging the Gap between Community Colleges and BA Degrees in STEM

- "Very interesting and informative."
- "Many challenges--nicely done!"
- "Good info. Thanks! Really hit home on AA and AS issues w/STEM programs."
- "Data needs to be up to date (not 2009). I am unsure that transfer students are less successful than native."
- "Very similar to last year's session."
- "Very informative!"
- "Very helpful in guiding me towards setting up AA/AS program."
- "Excellent presentation...great ideas put forth. Timely topic--looking @ "hot topics" (reverse transfer, AA/AS, common courses)--in real application and success rates."
- "There was some good thought-provoking info. He spoke about STEM. Timothy was knowledgeable [sic] on the subject, and delivered it well."
- "Awesome presenter!!"
- "Basic info good. Presenter had some knowledge gaps-"
- "We are not a heavy math and science-but thank you for some ideas that I may be able to bring to our faculty for research."

#### Transfer Credit Reevaluation Simplified

- "Great session."
- "A little too specific as far as software utilized."
- "Great session--really loved the info and it was presented in a really interesting way."

## Appendix D

- "Outstanding"
- "Just wasn't a fit for a small private school."
- "Knowledge and understanding of topic was very good."
- "Wow! Great concept!"
- "I'd like to know if Banner can be used for a post-bachelor's program as well."
- "Great job. Great info and presenters."
- "I wish we had this!"
- "This was an excellent presentation with good information backed by data."
- "This was helpful information for the future of my institution's future of waiver and substitutions going electronic and make them more streamlined."

### Session 3

#### A+ Program

- "Extremely informative!"
- "Outstanding info on Compass/ACT as it relates to A+ eligibility."
- "Speaker was too verbose."
- "Much of the information was more relevant to high schools and parents/students than higher ed."

#### DeVry Experience with Win-Win

- "Great ex of Reverse Transfer."
- "Students w/financial issues should have been referred to financial aid dept."
- "Great topic that correlates with HB 1042."
- "Very good overall--kind of a slow start--"

#### Transfer Student Orientation

- "I enjoyed this session. I got some tips for our transfer orientation."
- "Good interaction."
- "Very inexperienced presenters who did not provide us with concrete examples or information of value."
- "Great ideas I can adapt to my campus!"
- "Very informative."
- "More info about best practices across institutions would be helpful--or open dialogue instead of discussion about one school."
- "Loved the group talk after. Our school has a much higher transfer number than Truman and could not do the couple days of orientation. I did learn some helpful info on orientations though."
- "Jeremy--nice guy, but a terrible presenter."
- "The presentation only addressed what's changed in their orientation without describing what actually goes on in the orientations."
- "This was very informative and I loved the audience interaction."

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Update on HB 1042

Coordinating Board for Higher Education

April 4, 2013

### DESCRIPTION

Over the past year, the Missouri Department of Higher Education has assumed responsibility for implementing several national and state initiatives. This item reports progress that MDHE staff, in collaboration with representatives from both the public and private higher educational sectors and other state agencies, has made one of those important initiatives, HB 1042. The implementation of HB 1042 focuses on implementing three things: best practices in developmental education, a transfer course library, and the reverse transfer policy.

#### Implementing Best Practices in Developmental Education

In anticipation of HB 1042's passage, the MDHE commissioned an overview of developmental education, including a literature review, from MPR Associates of Washington, D.C. In October, MDHE staff prepared a survey to assess the current state of developmental education, among both public and independent institutions in Missouri. The survey was designed to help the department understand how students are placed into developmental education programs, how institutions define and understand developmental education, and how institutions deliver developmental education. Staff is currently compiling the data into a report and incorporating any changes offered through a verification process before sharing the report with chief academic officers for comment. The MDHE will provide a full report to the CBHE at the June meeting. The survey data and findings have been guiding the next phase of the initiative, which is identifying "best practices" and developing policy accordingly.

The MDHE has looked for guidance and expertise from existing committees and organizations, such as the Taskforce on College and Career Readiness (TCCR) and the Missouri Developmental Education Consortium (MoDEC). The TCCR is currently in the process of revising a draft policy on remediation in Missouri and finalizing draft definitions of both college readiness and career readiness. The TCCR has also just formed a workgroup to develop a statewide placement policy recommendation and is currently drafting a charge for this workgroup. The TCCR recently welcomed newly appointed members from the K-12 sector in order to better facilitate collaboration as they progress towards defining best practices in developmental education and designing implementation expectations.

#### Implementing the Transfer Course Library (HB 1042)

HB 1042 directs the Coordinating Board for Higher Education to create by July 1, 2014, a statewide core transfer library of at least twenty-five lower-division courses that are transferable among all public two-year and four-year higher education institutions. The Committee on Transfer and Articulation (COTA) provides oversight of this initiative while the Committee on Curriculum and Assessment (CCA) provides guidance on planning and implementation. MDHE staff completed an environmental scan of other states' transfer libraries, reviewed Missouri institutions' transfer tables and completed a desk audit of courses accepted in transfer

Coordinating Board for Higher Education

April 4, 2013

by all public institutions. The desk audit revealed the following limitations of institutions' current transfer tables:

- There is a great deal of uncertainty whether the courses listed in the table reflect only the courses that transfer between institutions versus courses that have not transferred;
- Courses that transfer from one institution to another may not transfer in the reverse direction;
- Information listed on the websites was often outdated and incomplete.

Representatives of the University of Missouri System worked with the registrars and transfer coordinators on their respective campuses to create a matrix of courses that transfer from the public two- and four-year institutions to the University of Missouri campus. Based upon the UM System's research and the MDHE's desk audit, a matrix of potential courses for transfer was developed. Recognizing the value that registrars and transfer coordinators bring to the transfer process, statewide representatives from each public institution were convened by conference call to introduce the matrix and lay groundwork for the collection of data from their respective institutions. Campus representatives are asked to review the matrix for accuracy and provide detail regarding the manner in which the courses transfer: one-to-one equivalent, course-to-discipline, free elective credit, or no transfer credit awarded. Campus representatives have also been asked to identify any additional courses to be considered for inclusion in the transfer library. A webinar with instructions to institutions for reviewing and providing data on course equivalence is being developed for distribution to institutions.

It is anticipated that the list of courses for initial inclusion in the transfer library and institutional course data will be collected by May 2013. The next phase of this initiative includes data analysis, establishing a verification process for confirming courses submitted by institutions, and developing policy and procedures for adding courses to the course library.

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

Educational stakeholders in Missouri have been actively promoting institutional collaboration and transfer pathways for more than a decade. The authorization of HB 1042 provides a framework to connect and build on existing agreements to create a uniform system of statewide reverse transfer.

Previously MDHE reported on the advent of the Missouri Reverse Transfer Initiative (MRTI), an ambitious project which involves all of Missouri's public institutions and (currently) eight independent institutions with eight more expressing interest in joining the initiative. The primary objective of the MRTI is to develop a system whereby each four-year public institution and participating independent institution can transfer student credits back to any public two-year institution.

During the next two years, MDHE will pilot the scaling-up effort by extending one-to-one agreements to a fully integrated and sustainable statewide system which will be incorporated into three phases.

The centerpiece of the MRTI is a centralized hub, or data exchange system, for streamlining communication among institutions with incompatible software programs. The goal is to facilitate

communication on a statewide scale, rather than continuing to connect peer-to-peer using multiple interface formats and delivery methods. MDHE's rationale for establishing the centralized hub lies in research on strategies and best practices from other states. This "hub-and-spoke model" is widely favored by education and industry for allowing organizations to plug in and immediately connect with every other organization in the network. The MDHE and its information technology department have begun developing this centralized hub.

The MRTI initiative is guided by a steering committee which held its first meeting on October 26, 2012 in Jefferson City. At that meeting, four workgroups were initiated: 1. Policy, 2. IT/Operations/Implementation, 3. Data, Analysis, and Evaluation, and 4. Communication. The workgroups were charged to develop plans and policies to implement the initiative.

The steering committee has made significant headway in its goals and during its last meeting (March 8) decided to pursue a three-phase plan of implementation: 1. Build the infrastructure 2. Reduce institutional effort 3. Complete a full degree audit. The following summarizes workgroups' progress thus far:

#### *Policy*

The Policy Workgroup drafted a policy document, which they presented to the Steering Committee in March regarding 2- and 4-year institutions' roles and responsibilities, credit-hour requirements, student responsibilities, and general guidelines for implementation. This draft will be sent to all chief academic officers for review and feedback.

#### *IT/Operations*

Over the course of this project the Information Technology (IT) workgroup has met six times by conference call and one time face-to-face. Much of the initial effort involved refining its charge and scope of responsibilities. MDHE staff collected a significant amount of information about the technical environment of the signatory institutions to help in assessing the scope of the tasks. A number of different implementation scenarios were developed and thoroughly discussed. Among the primary considerations were the efforts required by participating institutions to reach an appropriate level of technology to be able to be a fully-functional partner as well as the recurring commitments necessary to remain a member.

The workgroup recommends a three phase scenario. The initial phase involves building the enabling infrastructure by: setting the standards to be used in this project; educating participants about these standards; identifying resources to assist in the ramp-up; and getting the institutions to participate. Phase two focuses on reducing institutional effort by recommending a common software application to evaluate courses for transfer credit and make the information available to students. The intent of the third phase is to place an array of tools to empower students to more fully explore their transfer options easily.

The next step is to prepare for and hold a joint meeting of registrars and their information technology support with the Implementation workgroup on March 27, 2013, in Jefferson City. This will require some effort over the next two weeks to organize and execute. Additional activities for the IT workgroup depend heavily on issues raised at this meeting.

### *Implementation*

The Implementation Workgroup reviewed the existing 15 reverse transfer memoranda of understanding, guidelines, and practices utilized in Missouri toward – and are in the process of – designing an implementation flow chart.

### *Communications Workgroup*

At the last steering committee meeting on March 8, the Communications Workgroup presented three logo options for the MRTI brand designed by a college student, along with a variety of communication strategies that will be used to promote awareness of the program. The steering committee opted for a design consisting of the letters MRTI, but decided to drop the ending “I” which stands for initiative. The workgroup recommended that the communications workgroup be combined with the implementation workgroup as the Implementations Workgroup can identify appropriate people on their campuses to assist communications.

### *Data, Analysis, and Evaluation*

The Data Workgroup has been meeting to design a plan for collecting data from all participating Missouri public and independent institutions that will allow MDHE to not only evaluate the success of the Initiative in meeting the legislative requirement, but also to meet the Lumina grant and all other reporting requirements. The group hosted a Data Summit in Jefferson City in February to orient independent institutions to MSAS requirements and encourage their participation as well.

### **CONCLUSION**

MDHE staff and the many dedicated representatives from higher education institutions involved in the work on HB 1042 initiatives are making purposeful and effective progress. Solid advancements have been made as we progress towards implementation of these initiatives. The cooperation of all involved is greatly appreciated.

### **STATUTORY REFERENCE**

Section 173.005, RSMo, Responsibilities of the Coordinating Board

### **RECOMMENDED ACTION**

This is an informational item only.

### **ATTACHMENT(S)**

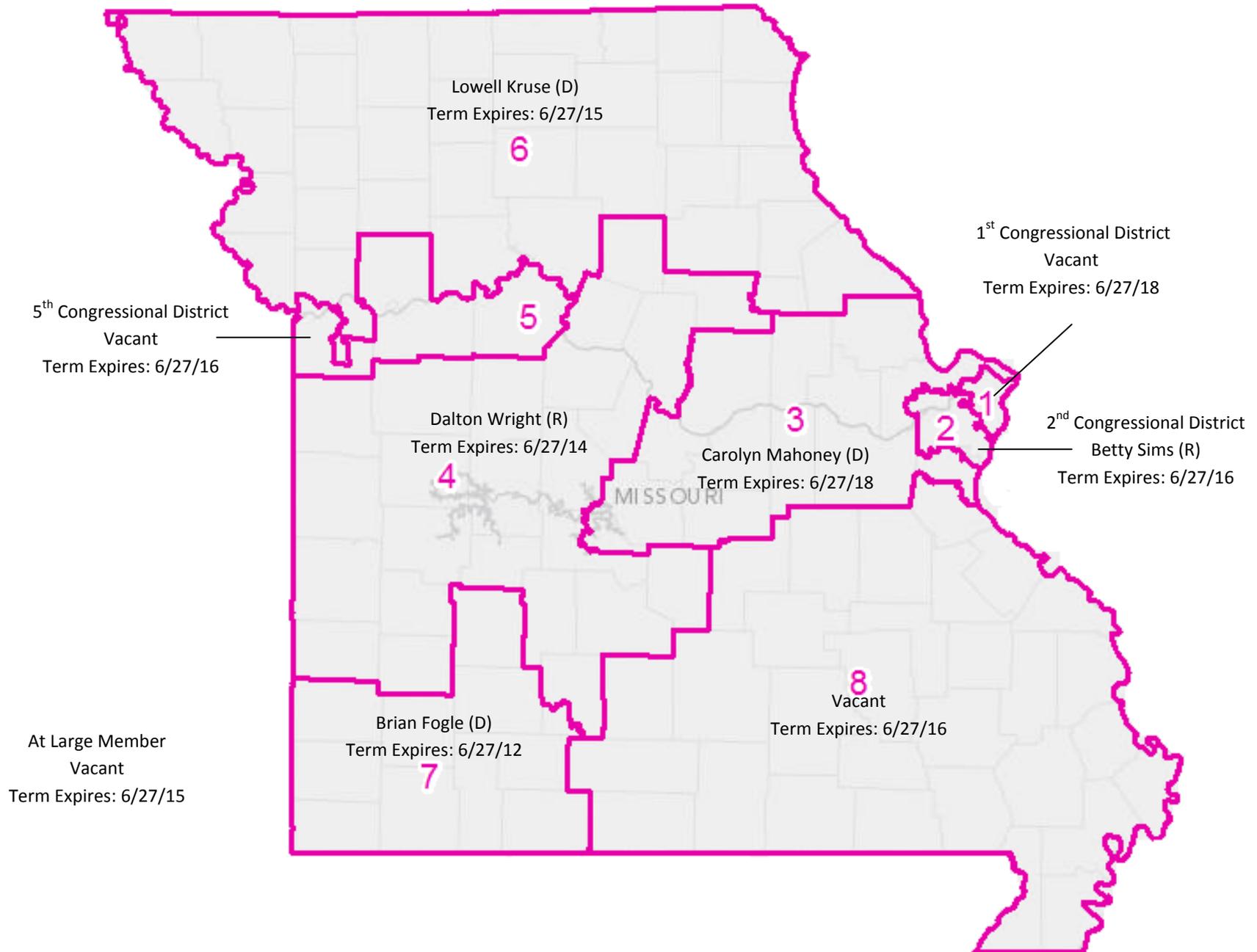
None

## Coordinating Board for Higher Education Members by Congressional District

### Missouri's Congressional Districts

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

# Coordinating Board for Higher Education Members by Congressional District



## **STATUTORILY REQUIRED FUNCTIONS OF THE CBHE/MDHE**

(as of May 31, 2011)

### **Fiscal**

- Establish guidelines for appropriation requests by public 4-year institutions (§ 173.005.2(3))
- Approve a community college funding model developed in cooperation with the community colleges (§ 163.191.1)
- Submit an aggregated community college budget request (§ 163.191.1)
- Request appropriations based on number of students receiving Pell grants (§ 173.053)<sup>1</sup>
- Oversee implementation of the Higher Education Student Funding Act (“Tuition Stabilization”), including the adjudication of waiver requests submitted by institutions proposing to raise tuition at a rate that exceeds the statutory guideline (§ 173.1003.5)
- Recommend to governing boards of state-supported institutions, including public community colleges, formulas to be employed in specifying plans for general operations, development and expansion and requests for appropriations from the general assembly (§ 173.030(3))
- Promulgate rules to include selected off-campus instruction in public colleges and university appropriation recommendations where prior need has been established in areas designated by the CBHE (§ 173.030(4))
- Request appropriations to match USAID funds for purposes of facilitating international student exchanges (§ 173.730)

### **Planning**

- Conduct studies of population and enrollment trends affecting institutions of higher education in the state (§ 173.020(1))
- Identify higher education needs in the state in terms of requirements and potential of young people and in terms of labor force requirements (§ 173.020(2))
- Develop arrangements for more effective and more economical specialization among institutions in types of education programs offered and students served and for more effective coordination and mutual support among institutions in the utilization of facilities, faculty and other resources (§ 173.020(3))
- Design a coordinated plan for higher education for the state and its subregions (§ 173.020(4))
- Develop in cooperation with DESE a comprehensive assessment of postsecondary vocational technical education in the state (§ 178.637.2)<sup>2</sup>
- Collect information and develop comparable data for all institutions of higher education in the state and use it to delineate areas of competence of each of these institutions and for any other purposes the CBHE deems appropriate (§ 173.005.2(8))
- Establish state and institution-specific performance measures by July 1, 2008 (§ 173.1006.1)
- Conduct institutional mission reviews every 5 years (§ 173.030(7))
- Review and approve applications from institutions for statewide missions (§ 173.030(8))
- Issue annual report to Governor and General Assembly (§ 173.040)
- Report to Joint Committee on Education (§ 173.1006.2)

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

<sup>2</sup> This was a one-time requirement to be completed by August 1996 in connection with the establishment of Linn State Technical College. There is no statutory requirement to keep the assessment updated.

### **Academic Programs**

- Review public and independent academic programs and approve public programs (includes out-of-state coming to Missouri) (§§ 173.005.2(1) & (11))
- Recommend to governing boards the development, consolidation or elimination of programs, degree offerings, physical facilities or policy changes deemed in the best interests of the institutions or the state (§ 173.030(2))
- Approve out-of-district courses offered by community colleges (§ 163.191.4)
- Establish competencies for entry-level courses associated with an institution's general education core curriculum (§ 173.005.2(7))
- Determine extent to which courses of instruction in the Constitution of the U.S. and of MO and in American history should be required beyond high school and in colleges and universities (§ 170.011.1)
- Establish guidelines that facilitate transfer of students between institutions (§ 173.005.2(7))
- Administer the Studies in Energy Conservation Fund in collaboration with Department of Natural Resources and, subject to appropriations, establish full professorships of energy efficiency and conservation (§ 640.219.1)
- Promulgate rules to ensure faculty credentials and student evaluations are posted on institutional websites (§ 173.1004)
- Cooperate with the Department of Corrections to develop a plan of instruction for the education of offenders (§ 217.355)

### **Institutional Relationships**

- Coordinate reciprocal agreements between or among institutions at the request of one or more of the parties (§ 173.030(5))
- Encourage cooperative agreements between public 4-year institutions that do not offer graduate degrees and those that do offer them for purposes of offering graduate degree programs on the campuses of the public 4-year institutions that do not otherwise offer graduate degrees (§173.005.2(2))
- Approve new state supported senior colleges or residence centers (§ 173.005.2(4))
- Establish admission guidelines consistent with institutional missions (§ 173.005.2(5))
- Establish guidelines to help institutions for institutional decisions relating to residence status of students (§ 173.005.2(6))
- Conduct binding dispute resolutions with regard to disputes among public institutions that involve jurisdictional boundaries or the use or expenditure of any state resources (§ 173.125)
- Impose fines on institutions that willfully disregard state policy (§ 173.005.2(10))
- Receive biennial reports from all public institutions on the number and language background of all teaching assistants, including a copy of the institution's current policy for selection of graduate teaching assistants (§ 170.012.4)
- Promulgate model conflict of interest policy that is to govern all public institutions of higher education that do not have their own after January 1, 1992 (§ 173.735)
- Enforce provisions of the Missouri Returning Heroes Education Act, which limits the amount of tuition public institutions can charge combat veterans (§ 173.900.4)
- Promulgate rules for the refund of all tuition and incidental fees or the awarding of a grade of "incomplete" for students called into active military service, voluntarily or involuntarily, prior to the completion of the semester (§ 41.948.5)

- Provide an annual report to the state board of education (DESE) on the performance of graduates of public high schools in the state during the student's initial year in the public colleges and universities of the state (§ 173.750.1)
- Promulgate instructions and recommendations for implementing eye safety in college and university laboratories (§ 173.009)
- Exercise oversight of Linn State Technical College (§ 178.638)
- Establish standards for the organization of community colleges (§ 178.770)
- Approve establishment of community college subdistricts and redistricting (§ 178.820)
- Supervise the two-year community colleges (§ 178.780) to include:
  - Establishing their role in the state
  - Setting up the form of surveys to be used for local jurisdictions to use in determining need and potential for a community college
  - Administering the state financial support program
  - Formulating and putting into effect uniform policies as to budgeting, record keeping, and student accounting
  - Establishing uniform minimum entrance requirements and uniform curricular offerings
  - Making a continuing study of community college education in the state
  - Being responsible for their accreditation, annually or as often as deemed advisable, and in accordance with established rules

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

### **Financial Aid<sup>3</sup>**

- Administer the Access Missouri Financial Assistance Program (§ 173.1103.1)
- Administer Higher Education Academic Scholarship Program ("Bright Flight") (§ 173.250.3)
- Administer the A+ Scholarship program (Executive Order 10-16, January 29, 2010)
- Administer the Advanced Placement Incentive Grant (§ 173.1350)
- Administer the Kids' Chance Scholarship Program for children of workers who were seriously injured or killed as result of a workmen's compensation-related event (need based) (§ 173.256.1)
- Administer the Public Safety Officer or Employee Grant Program for certain categories of employees permanently disabled or their spouses or children or survivors in the event of the employee's death (§ 173.260.2 & .4)
- Administer the Marguerite Ross Barnett Competitiveness Scholarship Program for part-time students who work (need based) (§ 173.262.3)
- *Administer the Missouri Teaching Fellows Program for educational loan repayments, to include maintaining a program coordinator position to identify, recruit, and select potential applicants for the program (§ 168.700)*
- *Administer the Missouri Prospective Teacher Loan Fund (§§ 168.580.4, .585 & .590)*
- Administer the Minority Teaching Scholarship Program (§ 161.415)
- Administer the Minority and Underrepresented Environmental Literacy Program (§ 173.240)
- *Administer the Missouri Educational Employees' Memorial Scholarship Program for children of educational employees who died while employed by a MO school district (need*

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

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

- *Administer the Higher Education Artistic Scholarship Program (§ 173.724.3)*
- *Administer the Higher Education Graduate Study Scholarship Program, for areas of study designated by the CBHE as it determines reflect manpower needs for the state (§ 173.727.3)*
- *Administer the Advantage Missouri Trust Fund, which provides loans and a loan forgiveness program for students in approved educational programs who become employed in occupational areas of high demand in the state; responsibilities include annually designating occupational areas of high demand and the degree programs or certifications that lead to employment in those areas (§§ 173.775.2 & 173.781)*
- *Make provisions for institutions to award tuition and fee waiver to certain students who have been in foster care or other residential care under the department of social services (§ 173.270.1)*
- *May request information from public or private institutions to determine compliance with the requirement that no student receiving state need-based financial assistance receive financial assistance that exceeds the student's cost of attendance (§ 173.093)*
- *Administer the Undergraduate Scholarship Program (for math and selected sciences and teacher education in math, science and foreign languages) (§ 173.198.1)*
- *Administer the Graduate Fellowship Program (for math, selected sciences and foreign languages) (§ 173.199.1)*
- *Administer the Veteran's Survivor Grant (§ 173.234.1)*
- *Administer the Vietnam Veteran's Survivor Grant (§ 173.236.1)*
- *Receive annual certification from all postsecondary institutions that they have not knowingly awarded financial aid to a student who is unlawfully present in the U.S. (§ 173.1110.3)*

#### **State Guaranty Agency under the Federal Family Education Loan Program<sup>4</sup>**

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

Responsibilities include:

- *Establishing standards for determining eligible institutions, eligible lenders and eligible borrowers*
- *Processing applications*
- *Loan disbursement*
- *Enrollment and repayment status management*
- *Default awareness activities*
- *Collecting on defaulted borrowers*
- *School and lender training*
- *Financial literacy*
- *Providing information to students and families on college planning, career preparation, and paying for college*
- *Administering claims*
- *Provide marketing and customer assistance*
- *Compliance*
- *Provide information on types of financial assistance available to pursue a postsecondary education (§ 167.278)*

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<sup>4</sup> As a result of provisions in the recently enacted Healthcare and Education Affordability Reconciliation Act, no new FFELP loans will be issued after June 30, 2010. However, the Guaranty Agency's statutory and regulatory obligations will continue as to loans still outstanding and guaranteed before that date.

- Act as a lender of last resort for students or schools that cannot otherwise secure loans (§ 173.110.3)
- Enter into agreements with and receive grants from U.S. government in connection with federal programs of assistance (§173.141)

### **Proprietary Schools**

- License and oversee all for-profit MO certificate or degree granting schools (§ 173.604.1)
- License and oversee some not-for-profit MO certificate or degree granting schools (§§ 173.604.1 & 173.616.1)
- License and oversee out-of-state higher education institutions offering instruction in MO (public out-of-state are exempt but go through program approval similar to in-state publics) (§§ 173.602 & 173.005.2(11)(b))
- License and oversee certain types of student recruitment by non-MO institutions (§ 173.602)
- Require annual recertification (§ 173.606.1)

### **Assignments in Statute to Serve on other State Boards**

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

### **Grants for Institutions/Faculty**

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

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

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

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

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

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

Expires July 31, 2013

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

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

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

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

Expires August 1, 2013