

Coordinating Board for Higher Education

Agenda of Meeting

2:00 p.m.
Monday
June 10, 2013

Capitol Plaza Hotel

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: 2:00 p.m.
Monday, June 10, 2013

PLACE: Capitol Plaza Hotel
Truman Room
415 W. McCarty St.
Jefferson City, MO

Schedule of Events June 10, 2013

Monday, June 10, 2013

9:00 a.m. – 12:00 p.m. **CBHE Work Session**
Capitol Plaza Hotel
415 W. McCarty St.
Jefferson A Room
Jefferson City, MO 65101

2:00 p.m. – 5:00 p.m. **CBHE / PAC Meeting**
Capitol Plaza Hotel
415 W. McCarty St.
Truman Room
Jefferson City, MO 65101

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

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

Representatives by Statute

Public Four-Year Universities

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

Two-year alternate:

Dr. Judy Robinson Rogers, President
Cottey College

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

June 10, 2013 – 2:00 p.m. – 5:00 p.m.

Capitol Plaza Hotel

Jefferson City, MO

AGENDA

Agenda Item Description	Tab	Presenter
General Business		
<u>Action</u>		
1. Review Consent Agenda		
a. Minutes of the April 4, 2013 CBHE Meeting		
b. Distribution of Community College Funds	A	Leroy Wade
Report of the Commissioner		
		David Russell
<u>Information</u>		
1. Missouri Mathematics and Science Coalition – Brian Crouse, Executive Director for Missouri Mathematics and Science Coalition		
Presidential Advisory Committee		
		Troy Paino, Chair
<u>Information</u>		
1. 2013 Legislative Session	B	Leroy Wade
2. Midwest State Authorization Reciprocity Agreement Update	C	Leroy Wade
Budget and Financial Aid Committee		
		Brian Fogle, Chair
<u>Action</u>		
1. Recertification of Institutional Eligibility to Participate in State Student Financial Assistance Programs	D	Leroy Wade
2. Definition of Located in Missouri for Participation in State Student Financial Assistance Programs	E	Leroy Wade
3. Capital Prioritization Policy	F	Leroy Wade
<u>Information</u>		
1. Student Loan Program Update	G	Leanne Cardwell
2. State Student Aid Status Report	H	Leroy Wade
Academic Affairs and Workforce Needs Committee		
		Betty Sims, Chair
<u>Action</u>		
1. Academic Program Actions	I	Rusty Monhollon
2. Council of Chief Academic Officers	J	Rusty Monhollon
<u>Information</u>		
1. Proprietary School Certification Actions and Reviews	K	Leroy Wade
2. College Access Challenge Grant Update	L	Leroy Wade
External Affairs Committee		
		Carolyn Mahoney, Chair
<u>Information</u>		
1. Governing Board Forum, Jun. 10-11	M	David Russell
2. Missouri Completion Academy, Sept. 2013	N	David Russell

General Business

COORDINATING BOARD FOR HIGHER EDUCATION

June 10, 2013 – 2:00 p.m. – 5:00 p.m.

Capitol Plaza Hotel

Jefferson City, MO

Information

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

Action

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

**COORDINATING BOARD FOR HIGHER EDUCATION
MINUTES OF MEETING
April 4, 2013**

The Coordinating Board for Higher Education met on Thursday, April 4, 2013, at the Truman State Office Building, Jefferson City, MO. Chairman Wright called the meeting to order at 9 a.m. The presence of a quorum was established with the following in attendance:

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

CONSENT AGENDA

Items on the consent agenda included the Distribution of Community College Funds, Minutes of the December 6, 2012 CBHE Meeting, Distributing of Community College Funds from the February Board Meeting, Revision of 6 CSR 10-3.010 Determination of Student Residency, Capital Fund Match, Academic Program Actions, Fees Charged to Out-of-State Public Institutions and the American College Application Campaign. **Betty Sims made a motion to approve the consent agenda in its entirety. Brian Fogle seconded the motion. Motion passed unanimously.**

REPORT OF THE COMMISSIONER

Dr. Russell extended appreciation to Dr. Evelyn Jorgenson and Dr. Marianne E. Inman for their years of dedication to the Higher Education field. Dr. Jorgenson will be leaving her position as President of Moberly Area Community College in June after 17 years of service. Dr. Jorgenson will be replaced by Dr. Jeffrey C. Lashley. Dr. Inman will be leaving her position as President of Central Methodist University in July after 18 years of service. Dr. Inman will be replaced by Dr. Roger Drake. Dr. Russell also showed appreciation to the institutions for their support including the recent opposition to SB210 and HB616 and for their willingness to volunteer valuable staff for the department's committees and workgroups.

PRESIDENTIAL ADVISORY COMMITTEE

2013 Legislative Session and Budget Update

Mr. Wade updated the board on several bills of interest.

Distance and On-Line Education

Dr. Robert Mendenhall, President, Western Governors University presented to the CBHE/PAC during its meetings. Western Governors University is an accredited non-profit state-based online university that provides competency-based education opportunities. Gov. Nixon signed an executive order to create WGU Missouri, and students will be able to begin this spring. WGU offers programs in 4 key workforce

areas, including business, information technology, K-12 teacher education and health professions, such as nursing. Students can take as much coursework as they want for a flat rate of \$6,000.00 per year tuition. Students graduate in 35 months on average with a bachelor's degree.

Col. Mike Randerson from Columbia College and Dr. Jim Spain from the University of Missouri-Columbia also presented regarding their distance education programs in Missouri. A power point entitled elearning, Higher Education and the New Frontier was presented. An informal discussion regarding the challenges, trends, and future of online education followed.

Developmental Education Survey Results

This discussion was tabled until the next meeting due to time constraints.

BUDGET AND FINANCIAL AID COMMITTEE

Mr. Wright chaired the Budget and Financial Aid Committee report. No items of significance were discussed.

AUDIT COMMITTEE

Ms. Sims chaired the Audit Committee report. No items of significance were discussed.

ACADEMIC AFFAIRS AND WORKFORCE NEEDS COMMITTEE

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

Academic Program Actions

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.”**

Dalton Wright made a motion to accept the dates as presented. Brian Fogle seconded the motion. Motion passed unanimously.

Revised Language for Transfer Credit Guidelines

Dr. Monhollon provided the board and its guests with background information about the revised language to the Transfer Credit Guidelines. 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. 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 following revision.

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”

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.

Dr. Monhollon read the following 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.**”

Caroline Mahoney made a motion to accept the dates as presented. Betty Simms seconded the motion. Motion passed unanimously.

AUDIT COMMITTEE

Ms. Sims chaired the Audit Committee report. No items of significance were discussed.

EXTERNAL AFFAIRS COMMITTEE

Dr. Mahoney chaired the External Relations Committee report.

Governing Board Forum-

The Governing Board Forum has been set for June 10-11 in Jefferson City, MO at the Capitol Plaza Hotel. It will begin with a reception on June 10 and presentations and discussion from 9 a.m. to 3 p.m. on June 11. Based on feedback from last year’s forum, there are more opportunities for small group discussion. Also based on topics identified by last year’s attendees, we will focus on issues of affordability and student preparation.

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

AGENDA ITEM SUMMARY

AGENDA ITEM

Distribution of Community College Funds
Coordinating Board for Higher Education
June 10, 2013

DESCRIPTION

State aid payments to community colleges will be made on a monthly basis. All FY 13 state aid appropriations are subject to a three percent governor's reserve. The Truly Agreed To and Finally Passed 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 FY 13 is \$130,815,295. This amount is reflective of the one percent general revenue funds previously restricted by the governor that were released in February 2013. 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 March and April, 2013, is summarized below.

State Aid (excluding M&R) – GR portion	\$19,645,548
State Aid – Lottery portion	1,204,822
Maintenance and Repair	<u>1,549,185</u>
TOTAL	\$22,399,555

The total distribution of state higher education funds to community colleges during the period July 2012 through April 2013 is \$104,620,963.

STATUTORY REFERENCE

Section 163.191, RSMo

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT(S)

None

Coordinating Board for Higher Education
June 10, 2013

AGENDA ITEM SUMMARY

AGENDA ITEM

2013 Legislative Session
Coordinating Board for Higher Education
June 10, 2013

DESCRIPTION

The 2013 legislative session has ended and there were several higher education-related bills passed in addition to the Fiscal Year 2014 budget. A report detailing the final status of all higher education-related legislation is provided as Attachment A. Information on the status of budget items is provided in Attachment B.

Legislative Action

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

HB 673 (Rep. Schatz/Sen. Kehoe)

This bill changes the name of Linn State Technical College to State Technical College of Missouri. The bill becomes effective July 1, 2014.

SB 9 (Sen. Pearce/Rep. Guernsey)

In addition to a number of agriculture related provisions, the bill authorizes University of Missouri extension councils, except for any council located in St. Louis County, to form extension districts for the purpose of funding extension programming. An extension district can be a single-council district or a consolidated district, which would consist of two or more extension councils. The governing body of a district may seek a property tax levy in the district's counties.

In addition, this bill establishes the Career and Technical Education Advisory Council and does away with the State Advisory Committee for Vocational Education. In addition to other duties, the council must develop a statewide short-range and long-range plan for career and technical education; identify legislative recommendations to improve career and technical education; and promote coordination of existing career and technical education programs.

The extension council language is also found in SB 342 (Sen. Parsons/Rep. Guernsey). The Career and Technical Education Advisory Council is also contained in HB 542 (Rep. Love/Sen. Munzlinger).

SB 106 (Sen. Brown/Rep. Davis)

In addition to other issues relating to veterans and active duty military personnel, this bill requires the Coordinating Board to establish a policy by January 1, 2014 requiring public postsecondary institutions to award educational credits under certain circumstances to students who are veterans. The bill directs that credit be awarded for courses that were part of a student's military training or service, meet the American Council on Education's standard for granting credit, are determined by the institution to be equivalent in content or experience to courses offered by the institution and meet the scope and mission of the institution.

SB 117 (Sen. Kraus/Rep. Davis)

In addition to issues relating to child custody of deploying military members, this act allows any individual who is separating from the military with an honorable or a general discharge to be considered a resident student for admission and in-state tuition purposes at an approved public four-year institution of higher education or in-state and in-district for admission and tuition at any approved public two-year institution of higher education. The separating military member must demonstrate presence and declare residency within Missouri and, if attending a community college, presence within the taxing district of the community college. The Coordinating Board for Higher Education must promulgate rules to implement this act.

SB 282 (Sen. Wasson/Rep. Hough)

In addition to other motor vehicle related provisions, this bill allows public colleges and universities to establish traffic regulations on campus. The institution can also enforce those regulations, as well as the state motor vehicle laws, through college or university police officers.

These provisions are also contained in HB 103 (Rep. M. Kelly/Sen. Munzlinger) and HB 307 (Rep. Riddle/Sen. Schmidt)

SB 381 (Sen. Kraus/Rep. Cross)

This bill establishes a statutory definition of an innovation education campus as an educational partnership between high schools or school districts, a Missouri four-year public or private institution of higher education, a Missouri-based business or businesses, and either a Missouri public two-year institution of higher education or Linn State Technical College. The bill also creates the Innovation Education Campus Fund to provide funding to innovation education campuses. To receive money from the fund, the innovation education campus must demonstrate compliance to the Coordinating Board that:

- The partners actively work to lower the cost for students to complete a college degree;
- The program decreases the amount of time required for a student to earn a college degree;
- The campus provides applied and project-based learning experiences for students;
- Students graduate from the campus with direct access to opportunities with a Missouri-based business; and
- The innovation education campus engages and partners with industry stakeholders.

The bill also specifies that the existing Missouri Innovation Campus, which is a partnership between the Lee's Summit R-7 School District, the University of Central Missouri, Metropolitan Community College and Kansas City area employers, satisfies the requirements to receive monies from the fund.

The Coordinating Board for Higher Education must conduct a review every five years of any innovation education campus. In addition, an innovation education campus must annually verify to the Coordinating Board that it has satisfied the related statutory criteria.

The following two higher education bills were not passed by the General Assembly but are likely to be of continuing interest during the 2014 session.

SB 378 (Sen. Pearce) and HB 675 (Rep. Thomson)

These bills would have modified 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, the following general eligibility criteria would have been 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. If the student did 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 would need to successfully complete at least a certain number of credit hours during each twelve month period of enrollment.

Both bills were filed relatively late in the session and neither was debated by the other chamber; however, interest in strengthening the state aid programs by requiring students to demonstrate college-readiness and to promote timely program completion was strong. Consequently, it is likely these or similar measures will be introduced during the 2014 legislative session.

SB 437 (Sen. Pearce)

This bill would have created a new model for calculating institutions' state funding, based on both costs and outcomes. 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. Ten percent of each public institution of higher education's state appropriation would be set aside as performance funding. An additional ten

percent of each institution of higher education's appropriation would be set aside for distribution based on job placement of graduates based on criteria established by rule of the Coordinating Board. 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.

Although this bill was passed by the Senate, it was not heard in committee or on the floor of the House. In addition, several Senators expressed substantial concerns about several aspects of the bill during the debate and recommended additional study and revision prior to passage. Regardless, there appeared to be considerable support for establishing this type of formula for higher education funding and it is safe to assume the discussion of this concept will continue during the 2014 session.

FY14 Budget

At the time of printing, all operating budget bills have been delivered to the governor and are awaiting his action.

House Bill 3

Several changes were made by the General Assembly to the MDHE's FY14 budget request which will impact several areas of the department.

- Pay Plan: The General Assembly approved a flat \$500 raise for all state employees for FY14. The raise, however, will not go into effect until January 1. This effectively makes the raise a \$250 raise for FY14.
- Travel Reductions: Cuts were made to the travel budgets for all state agencies, reducing the appropriation to the FY12 actual travel expenditure levels. For the MDHE, Coordination Administration travel was cut by \$38,300 and Grant and Scholarship Administration travel was cut by \$10,987. While initially slated to be reduced, Loan Program, ITQG, and Challenge Grant travel were not reduced in the final bill.
- Lumina Foundation Grant: A line item was added for FY14 to allow for the expenditure of \$450,000 in grant funds from the Lumina Foundation for the reverse transfer initiative.
- Out-of-State Public Institution Review: The department was appropriated \$56,556 from the DHE Out-of-State Program Fund to cover the cost of staff reviews of these institutions and their programs. The department was unsuccessful in securing additional FTE for this area.
- Improving Teacher Quality Grant: Half of an FTE was added under this program although funding remained unchanged, except differences associated with the pay plan.
- Proprietary Schools Administration: The funding source for the program was switched from general revenue to the Proprietary School Certification Fund created as part of certification fee restructuring passed in HB 1042 during the 2012 session. The total FTE authorized for the program was increased by 2.03.

Several changes were made to MDHE-administered student financial assistance programs. Amounts reported below are funds available for expenditure in the TAFP version of the bill.

- Bright Flight Program: An additional \$2.4 million in general revenue was added to this program. The total transfer for FY14 will be \$14,476,666.
- Access Missouri Program: A total of approximately \$63,827,307 was appropriated for the program in FY14 with the use of approximately \$5.2 million of fund balance to account for the loss of previously available “other” funds. This represents a \$1 million increase over the appropriation for the current fiscal year.
- A+ Scholarship Program: Two million dollars was added to the A+ Scholarship Program for FY14 (\$1 million in new General Revenue and \$1 million of fund balance). A total of \$31,413,326 million was appropriated for the upcoming fiscal year.
- Other Financial Aid Programs: All changes in this area reflect the MDHE request.
 - A total of \$31,000 was reallocated from the Veteran’s Survivor Grant (now at \$250,250) to the Public Service Officer Survivor Grant (now at \$131,000).
 - The Kids’ Chance Program was reduced by \$10,250 to \$17,500.
 - The Minority and Underrepresented Environmental Literacy Program was reduced by \$50,000 to \$32,964.
 - GEAR-UP was reduced by \$250,000 to \$100,000.
 - All other scholarship programs administered by the department saw no changes in appropriated funds from FY13.
- Loan Program: Expenditure authority for the Student Loan Revolving Fund was decreased from \$200 million in FY13 to \$180 million in FY14. The expenditure authority was increased from \$145 million during the FY13 budget process to account for necessary excess expenditure authority when estimated appropriation designations were removed. The reduction in FY14 better reflects the actual need for excess authority.

Special Initiatives

Nursing Incentive Grant Program

The TAFP bill includes \$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 final \$1 million annual appropriation for this program.

MSU-UMKC Pharmacy/Doctorate Program

The TAFP bill also includes \$2 million of continued funding for the Pharmacy Doctorate program at Missouri State University that is operated in collaboration with the University of Missouri – Kansas City School of Pharmacy.

Willow Springs Cooperative Trade School

The MDHE and Missouri State University were appropriated \$150,000 for the establishment of a cooperative trade school in Willow Springs, Missouri, involving Three Rivers Community College and Missouri State University-West Plains.

MSU Occupational Therapy Program

Missouri State University was appropriated \$1,325,000 for an Occupational Therapy program to be established at the West Plains and Springfield campuses.

UM Medical School

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

UM Large Animal Veterinary Program

The University of Missouri received an additional \$1 million in its core specifically for its Large Animal Veterinary Program.

College and University Operating Budgets

Core funding will remain flat in FY14 as compared to FY13. The core appropriation for all institutions, prior to any withholdings or spending restrictions, is \$842,879,306. A total increase of \$25,050,000 was appropriated to be distributed to institutions based on the performance funding model adopted by the CBHE in 2012. This brings the total appropriation for institutional operations to \$867,929,306, an increase of approximately three percent.

Capital Improvements

There was no capital improvements bill passed during the 2013 session.

Other Items

The final bill includes appropriations for the following 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 – \$250,000 increase for total of \$1,750,000
- MOFAST (state & federal technology program) – continued funding of \$340,000
- Spinal Cord Injury Research – continued funding of \$1,500,000
- State Historical Society – \$400,000 increase for a total of \$1,727,605
- State Seminary Fund – continued funding of \$4,275,000

STATUTORY REFERENCE

Chapter 173, RSMo, Department of Higher Education

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

Attachment A – 2013 DHE Weekly Legislative Report – 5/21/13

Attachment B – FY14 Higher Education Operating Budget Status (HB 3)



End of Session Legislative Update 5-21-13

Summary of Legislation Impacting Higher Education

HB 56	Thomson	<p>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.</p> <p>Bill History: 02-19-13 H Voted do pass as substitute from committee on House-Agriculture Policy</p>
HB 70	Kelley	<p>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.</p> <p>Bill History: 02-18-13 H Referred to House Committee on House-General Laws</p>
HB 114	Davis Brown	<p>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.</p> <p>Bill History: 05-17-13 S Placed on Informal Calendar</p>
HB 168	Davis Kraus	<p>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.</p> <p>Bill History: 05-14-13 S Set on the Senate Calendar</p>

HB 202	Reiboldt	Authorizes University of Missouri extension councils to form extension districts made up of cooperating counties to fund extension programming.
		Bill History: 04-10-13 S Voted do pass as substitute from committee on Senate-Education
HB 217	Cox Munzlinger	Requires state agencies to track federal fund use, political subdivisions and schools to disclose indebtedness, the Governor to report budget withholdings, removes the State Auditor from the Board of Fund Commissioners, and prohibits the state from
		Bill History: 05-17-13 S Set on the Senate 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.
		Bill History: 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.
		Bill History: 01-31-13 H Referred to House Committee on House-Elementary and Secondary Education
HB 257	Frederick Sater	Changes the laws regarding the requirements for testing persons with tuberculosis.
		Bill History: 05-17-13 S Placed on Informal Calendar

HB 291	Brattin	Establishes the Missouri Standard Science Act which requires the equal treatment of science instruction regarding evolution and intelligent design.
Bill History:		01-31-13 H Referred to House Committee on House-Elementary and Secondary Education
HB 312	Thomson Lager	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.
Bill History:		05-16-13 S Set on the Senate Calendar
HB 353	Leara	Changes the laws regarding the defined contribution plan for employees of certain higher education institutions.
Bill History:		03-14-13 H Voted do pass from committee on House-Retirement
HB 508	Redmon	Changes the laws regarding Executive branch reorganization.
Bill History:		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.
Bill History:		05-17-13 H Referred to House Committee on House-Higher Education
HB 629	Kelly	Requires that one voting member of the University of Missouri Board of Curators be a student.
Bill History:		05-17-13 H Referred to House Committee on House-Higher Education

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.
		Bill History: 05-17-13 S Placed on Informal Calendar
HB 673	Schatz Kehoe	Changes the name of Linn State Technical College to State Technical College of Missouri.
		Bill History: 04-25-13 S Truly Agreed to and Finally Passed
HB 705	Kelly	Requires every child 11 year of age to receive one dose of meningococcal conjugate vaccine and one booster dose after the child reaches 16 years of age.
		Bill History: 05-17-13 H Referred to House Committee on House-Health Care Policy
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.
		Bill History: 05-01-13 H Public hearing completed
HB 745	Thomson	Changes the laws regarding the A+ Program, the higher education scholarship, commonly known as "Bright Flight," and Access Missouri.
		Bill History: 05-06-13 H Set on the House Calendar

HB 746	Cross	Creates the Innovation Education Campus Fund and recognizes the University of Central Missouri's Missouri Innovation Campus.
Bill History:		04-09-13 H Voted do pass as substitute from committee on House-Higher Education
HB 780	Schieffer	Prohibits private lenders from charging certain interest rates on student loans.
Bill History:		05-17-13 H Referred to House Committee on House-Financial Institutions
HB 829	Smith-85	Imposes restrictions on the institutional names of institutions of higher education.
Bill History:		04-09-13 H Public hearing completed
HB 873	Dunn	Establishes the Missouri Tuition Equity Act, which requires a Missouri higher education institution that receives state funding to recognize a student as a Missouri resident for tuition purposes under specified circumstances.
Bill History:		03-15-13 H Read second time
HB 879	Smith-85	Establishes the College Credit Disclosure Act which requires a higher education institution to disclose its unaccredited status to students before enrollment.
Bill History:		04-09-13 H Public hearing completed
HB 928	Burlison	Enacts the Education Compact to return authority to regulate education to the states.
Bill History:		04-04-13 H Referred to House Committee on House-Elementary and Secondary Education

HB 930	Flanigan	Creates the Rebuild Damaged Infrastructure Program to repair infrastructure damaged by natural disasters.
Bill History:		05-06-13 H Set on the House Calendar
HB 934	Curtis	Creates a tax credit for employers who hire students majoring in the fields of science, technology, engineering, or mathematics for internships.
Bill History:		04-02-13 H Read second time
HB 942	Swan	Adds virtual courses to the postsecondary courses that can be offered to high school students participating in dual enrollment classes.
Bill History:		05-01-13 H Public hearing completed
HB 972	Morgan	Establishes the Missouri Tuition Equity Act.
Bill History:		04-02-13 H Read second time
HB 1015	Cookson	Requires public institutions of higher education to adopt policies on student favoritism.
Bill History:		04-30-13 H Public hearing completed
HCR 7	Pfautsch Richard	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.
Bill History:		05-13-13 S Third read and passed (Vote: Y: 33/N: 0)

HCR 37	McCann Beatty	Recognizes July 1, 2013, as "Lucille Bluford Day" in Missouri in honor of a brave and persistent civil rights activist.
	Bill History:	04-02-13 H Introduced and read first time
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.
	Bill History:	05-15-13 S Referred to Senate Committee on Senate-Appropriations
SB 3	Rupp	Creates the Early High School Graduation Scholarship Program for public high school students who graduate from high school early.
	Bill History:	02-26-13 S Set on the Senate Calendar
SB 8	Pearce	Makes technical corrections and updates obsolete references in certain higher education statutes.
	Bill History:	04-30-13 S Reported do pass House-Rules
SB 9	Pearce Guernsey	Modifies provisions relating to agriculture.
	Bill History:	05-17-13 H Truly Agreed to and Finally Passed
SB 17	Munzlinger Thomson	Establishes the Advisory Council on the Education of Gifted and Talented Children and the Career and Technical Education Advisory Council.
	Bill History:	05-17-13 H Truly Agreed to and Finally Passed

SB 18	Munzlinger Cox	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.
Bill History:		05-06-13 H Set on the House Calendar
SB 67	Dixon	Modifies provisions relating to higher education.
Bill History:		05-15-13 H Reported do pass House-Rules
SB 106	Brown Davis	Modifies provisions relating to veterans and members of the military.
Bill History:		05-13-13 H Truly Agreed to and Finally Passed
SB 117	Kraus Davis	Modifies provisions relating to military affairs.
Bill History:		05-16-13 H House appointed conference committee Dugger, Crawford, Conway-10
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.
Bill History:		03-05-13 S Hearing conducted
SB 197	Sater Frederick	Modifies current provisions relating to tuberculosis treatment and prevention and provides for meningococcal disease information.
Bill History:		05-02-13 S Truly Agreed to and Finally Passed

SB 201	Chappelle-Nadal	Enacts a state-wide smoking ban.
		Bill History: 01-31-13 S Referred to Senate Committee on Senate-Veterans Affairs and Health
SB 209	Justus	Creates the Missouri Tuition Equity Act.
		Bill History: 01-31-13 S Referred to Senate Committee on Senate-Education
SB 225	Curls	Modifies laws regarding educational parental support for higher education.
		Bill History: 02-14-13 S Referred to Senate Committee on Senate-Judiciary Civil/Criminal Jurisprudence
SB 282	Wasson Hough	Modifies various provisions relating to the regulation of motor vehicles.
		Bill History: 05-17-13 S Truly Agreed to and Finally Passed
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.
		Bill History: 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.
		Bill History: 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.
Bill History:		04-29-13 S Hearing conducted
SB 376	Sater Frederick	Allows hospital districts to permit higher education institutions to use space for health care education or training.
Bill History:		05-16-13 G Signed by the Governor
SB 378	Pearce	Modifies provisions of the A+ Program, Bright Flight Scholarship Program, and the Access Missouri Financial Assistance Program.
Bill History:		05-13-13 H Read second time
SB 381	Kraus Cross	Creates the Innovation Education Campus Fund and recognizes the University of Central Missouri's Missouri Innovation Campus.
Bill History:		05-16-13 H Truly Agreed to and Finally Passed
SB 392	Dixon	Allows certain exempt higher education institutions to receive state recognition from the Coordinating Board for Higher Education.
Bill History:		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.
Bill History:		04-24-13 S Set on the Senate Calendar

SB 421 Walsh Requires certain individuals to receive the meningococcal conjugate vaccine.

Bill History: 04-18-13 S Voted do pass as substitute from committee on Senate-Veterans Affairs and Health

SB 437 Pearce Creates a model for funding the state's public institutions of higher education.

Bill History: 05-13-13 H Read second time

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)	FY 2014 Governor Recommended	House Recommended	House Change from Gov Rec	Senate Recommended	Senate Change from House Rec	Truly Agreed to and Finally Passed (TAFP)	TAFP Change from Gov Rec
Coordination Administration	\$986,425	\$986,425	\$1,048,723	\$1,047,500	(\$1,223)	\$1,009,200	(\$38,300)	\$1,009,200	(\$39,523)
Grant/Scholarships Administration	\$155,615	\$155,615	\$156,745	\$156,408	(\$337)	\$145,421	(\$10,987)	\$145,421	(\$11,324)
Proprietary School Administration	\$139,421	\$139,421	\$304,716	\$304,597	(\$119)	\$304,597	\$0	\$304,597	(\$119)
Proprietary Bond Fund	\$100,000	\$100,000	\$200,000	\$200,000	\$0	\$200,000	\$0	\$200,000	\$0
MHEC	\$95,000	\$95,000	\$95,000	\$95,000	\$0	\$95,000	\$0	\$95,000	\$0
Eisenhower/Teacher Quality	\$1,783,093	\$1,783,093	\$1,783,610	\$1,783,372	(\$238)	\$1,781,028	(\$2,344)	\$1,783,372	(\$238)
Federal Grants/Donations	\$2,000,000	\$2,000,000	\$2,000,000	\$2,000,000	\$0	\$0	(\$2,000,000)	\$1,000,000	(\$1,000,000)
Other Grants/Donations (Lumina grant)	\$0	\$0	\$300,000	\$300,000	\$0	\$450,000	\$150,000	\$450,000	\$150,000
Access Challenge Grant	\$3,000,000	\$3,000,000	\$3,000,000	\$3,000,000	\$0	\$2,984,900	(\$15,100)	\$3,000,000	\$0
Bright Flight	\$13,269,250	\$13,269,250	\$13,269,250	\$15,676,666	\$2,407,416	\$15,676,666	\$0	\$15,676,666	\$2,407,416
Access Missouri Financial Assistance	\$62,827,307	\$62,827,307	\$66,000,000	\$67,000,000	\$1,000,000	\$66,000,000	(\$1,000,000)	\$67,000,000	\$1,000,000
A+ Schools Program	\$33,000,000	\$33,000,000	\$35,000,000	\$35,000,000	\$0	\$35,000,000	\$0	\$35,000,000	\$0
Advanced Placement Grants	\$100,000	\$100,000	\$100,000	\$100,000	\$0	\$100,000	\$0	\$100,000	\$0
Public Service Survivor Grant	\$100,000	\$100,000	\$131,000	\$131,000	\$0	\$131,000	\$0	\$131,000	\$0
Vietnam Veterans Survivor Scholarship	\$50,000	\$50,000	\$50,000	\$50,000	\$0	\$50,000	\$0	\$50,000	\$0
Marguerite Ross Barnett Scholarship Prgm	\$363,375	\$363,375	\$500,000	\$500,000	\$0	\$500,000	\$0	\$500,000	\$0
Veterans Survivor Grant	\$281,250	\$281,250	\$250,250	\$250,250	\$0	\$250,250	\$0	\$250,250	\$0
Minority Teaching Scholarship Prgm	\$169,000	\$169,000	\$169,000	\$169,000	\$0	\$169,000	\$0	\$169,000	\$0
Kids' Chance Scholarship Program	\$27,750	\$27,750	\$17,500	\$17,500	\$0	\$17,500	\$0	\$17,500	\$0
Minority Environmental Literacy Prgm	\$82,964	\$82,964	\$32,964	\$32,964	\$0	\$32,964	\$0	\$32,964	\$0
Advantage Missouri	\$15,000	\$15,000	\$15,000	\$15,000	\$0	\$15,000	\$0	\$15,000	\$0
GEAR UP	\$450,000	\$450,000	\$100,000	\$100,000	\$0	\$100,000	\$0	\$100,000	\$0
Loan Administration	\$11,438,124	\$11,438,124	\$11,459,830	\$11,452,472	(\$7,358)	\$11,365,752	(\$86,720)	\$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	\$8,500,000	\$0
Loan Collections	\$30,000,000	\$30,000,000	\$30,000,000	\$30,000,000	\$0	\$30,000,000	\$0	\$30,000,000	\$0
Purchase Loans	\$200,000,000	\$200,000,000	\$180,000,000	\$180,000,000	\$0	\$180,000,000	\$0	\$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	\$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	\$2,000,000	\$0
MSU Occupational Therapy Program	\$0	\$0	\$0	\$0	\$0	\$1,325,000	\$1,325,000	\$1,325,000	\$1,325,000
UM-Columbia Medical School Expansion	\$0	\$0	\$0	\$0	\$0	\$10,000,000	\$10,000,000	\$10,000,000	\$10,000,000
MSU-West Plains/TRCC Cooperative Trade School	\$0	\$0	\$0	\$0	\$0	\$150,000	\$150,000	\$150,000	\$150,000
Funding Based on Improved Outcomes	\$0	\$0	\$34,000,000	\$0	(\$34,000,000)	\$34,000,000	\$34,000,000	\$25,050,000	(\$8,950,000)
Community Colleges	\$130,815,295	\$129,507,142	\$129,507,142	\$132,467,439	\$2,960,297	\$129,507,142	(\$2,960,297)	\$129,507,142	\$0
Linn State	\$4,616,807	\$4,570,639	\$4,570,639	\$4,675,115	\$104,476	\$4,570,639	(\$104,476)	\$4,570,639	\$0
University of Central Missouri	\$53,191,410	\$52,607,262	\$52,607,262	\$53,810,963	\$1,203,701	\$52,607,262	(\$1,203,701)	\$52,607,262	\$0
Southeast Missouri State University	\$43,772,064	\$43,254,606	\$43,254,606	\$44,245,150	\$990,544	\$43,254,606	(\$990,544)	\$43,254,606	\$0
Missouri State University	\$79,342,892	\$78,549,463	\$78,549,463	\$80,344,961	\$1,795,498	\$78,549,463	(\$1,795,498)	\$78,549,463	\$0
Lincoln University	\$17,488,335	\$17,308,982	\$17,308,982	\$17,704,736	\$395,754	\$17,308,982	(\$395,754)	\$17,308,982	\$0
Truman State University	\$39,919,610	\$39,510,924	\$39,510,924	\$40,414,289	\$903,365	\$39,510,924	(\$903,365)	\$39,510,924	\$0
Northwest Missouri State University	\$29,695,333	\$29,351,986	\$29,351,986	\$30,023,979	\$671,993	\$29,351,986	(\$671,993)	\$29,351,986	\$0
Missouri Southern State University	\$22,912,856	\$22,652,541	\$22,652,541	\$23,171,049	\$518,508	\$22,652,541	(\$518,508)	\$22,652,541	\$0
Missouri Western State University	\$21,311,937	\$21,052,327	\$21,052,327	\$21,534,608	\$482,281	\$21,052,327	(\$482,281)	\$21,052,327	\$0
Harris-Stowe State University	\$9,588,701	\$9,492,814	\$9,492,814	\$9,709,803	\$216,989	\$9,492,814	(\$216,989)	\$9,492,814	\$0
University of Missouri	\$398,000,626	\$394,020,620	\$394,020,620	\$404,027,214	\$10,006,594	\$395,020,620	(\$9,006,594)	\$395,020,620	\$1,000,000
UM - Fire Fighter Safety Training	\$0	\$0	\$0	\$0	\$0	\$620,000	\$620,000	\$0	\$0
Telehealth	\$437,640	\$437,640	\$437,640	\$437,640	\$0	\$437,640	\$0	\$437,640	\$0
MOREnet	\$0	\$0	\$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	\$10,337,870	\$0
Alzheimer's Research	\$0	\$0	\$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	\$1,500,000	\$0
Kidney Program	\$1,500,000	\$1,500,000	\$1,500,000	\$1,750,000	\$250,000	\$1,750,000	\$0	\$1,750,000	\$250,000
MOFAST (MO Fed & State Tech Prgm)	\$340,000	\$340,000	\$340,000	\$340,000	\$0	\$340,000	\$0	\$340,000	\$0
State Historical Society	\$1,427,605	\$1,327,605	\$1,827,605	\$1,827,605	\$0	\$1,727,605	(\$100,000)	\$1,727,605	(\$100,000)
Seminary Invest	\$4,000,000	\$4,000,000	\$4,000,000	\$4,000,000	\$0	\$4,000,000	\$0	\$4,000,000	\$0
Seminary Interest	\$275,000	\$275,000	\$275,000	\$275,000	\$0	\$275,000	\$0	\$275,000	\$0
TOTAL	\$1,242,407,555	\$1,233,530,995	\$1,253,581,009	\$1,243,479,150	(\$10,101,859)	\$1,267,220,699	\$23,741,549	\$1,259,754,863	\$6,173,854

Notes:

- The figures listed for the institutions do not include the Debt Offset Escrow Fund.
- 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.
- 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 10% reduction to the \$3 million allotted to certain four-year institutions to address equity issues in funding per FTE was also released by the Governor in May.
- The House, Senate and TAFP recommendations for the University of Missouri include a \$1 million general revenue increase for the large animal veterinary program at the University of Missouri-Columbia.

AGENDA ITEM SUMMARY

AGENDA ITEM

Midwest State Authorization Reciprocity Agreement Update
Coordinating Board for Higher Education
June 10, 2013

DESCRIPTION

Distance education is widely viewed as a crucial tool in state and national efforts to raise college completion rates and prepare students for future careers. However, without a coherent, national system of regulation that balances consumer protection and quality assurance with the unique features of distance education, it will face significant barriers to fulfilling that promise. This board item is intended to provide updated information about the ongoing efforts to address this situation.

BACKGROUND

Beginning in the Fall of 2011, the Presidents' Forum and the Council of State Governments began focused work on the development of a national model for interstate reciprocity for distance education delivery. During the next year, the Western Interstate Compact for Higher Education (WICHE) began to explore the potential role and responsibilities for the existing higher education compacts in the development of a national response to this issue.

On April 16-17, 2013, representatives of 47 states gathered in Indianapolis to discuss implementation of a State Authorization Reciprocity Agreement (SARA) for postsecondary distance education. Building upon work of the Presidents' Forum, the Council of State Governments, and the nation's four regional higher education compacts, this new approach is laid out in the report of the national Commission on the Regulation of Postsecondary Distance Education. The Commission, convened by Paul Lingenfelter of SHEEO and M. Peter McPherson of the American Association of Public and Land-Grant Universities, and chaired by former U.S Secretary of Education Richard Riley, began its work in June 2012 and released its final report in April 2013. A copy of that report is attached to this board item.

As described in the Commission report, the regional higher education compacts are charged with managing and overseeing most of the SARA process, and advisory committees in each region have been working on the initiative. After the regional compacts adopt the necessary policies and agreements, they will each invite the states in their regions to participate. The regional compacts will consider the applications of states within their regions and will approve for participation in SARA the states that meet reciprocity provisions. States that are approved by their regional compacts will then invite eligible institutions within their borders to participate. A national coordinating entity will help ensure consistency across the country, provide consolidated information, measure progress, and deal with appeals.

Coordinating Board for Higher Education
June 10, 2013

CURRENT STATUS IN THE MIDWEST

The Midwest Higher Education Compact (MHEC) established an advisory committee to develop the SARA document for the Midwest region. In May, the advisory committee approved a draft of such an agreement (M-SARA), modeled after the document developed by WICHE, with the plan of having the full commission adopt this framework at its June meeting in Indianapolis. A brief overview of the content of this draft appears below.

The agreement establishes five objectives for interstate reciprocity, as established through the regional agreements:

- Establish common, high quality and consistently applied processes and standards endorsed by participating states that are efficient and cost-effective.
- Provide consumer protection and a complaint resolution process.
- Provide uniform collection and sharing of information between and among member states.
- Reduce barriers to innovation in educational delivery.
- Increase access to postsecondary education and degree completion.

The draft agreement establishes specific roles and responsibilities for each of the components of the M-SARA process. This includes a national coordinating board, the regional higher education compacts, the states, and, by extension, participating institutions.

The national SARA coordinating board was recommended by the Commission on the Regulation of Postsecondary Distance Education. It is responsible for harmonizing the requirements of the regional SARA processes and establishing an organizing structure to recognize and coordinate regional agreements in order to create a national reciprocity effort.

The primary responsibility of MHEC is to manage the reciprocity process between the MHEC member states. To fulfill that responsibility, the agreement requires MHEC to perform the following:

- Establish an M-SARA steering committee. The steering committee will establish the specific criteria for state participation in the reciprocity process.
- Inform states of the requirements for joining M-SARA.
- Accept states into the reciprocal agreement, reject or dismiss states that do not meet the criteria, and sanction states that do not fully meet the requirements for participation.

State participation in M-SARA is voluntary. If Missouri decides to participate, the agreement identifies the state as the principal guardian of consumer programs. The state must develop a process for authorizing and overseeing all distance learning activities of accredited postsecondary education institutions operating from within the state that chose to participate in the agreement. Within that context the state must accomplish the following in order to be approved to participate in the reciprocity process:

- Submit a plan that describes how the state will meet the M-SARA participation criteria.
- Assure the existence of appropriate laws, policies, practices and processes to carry out the required functions of the agreement.
- Review participating institutions at least every other year for purposes of affirming or denying authorization to participate in M-SARA.
- Define physical presence for incoming institution consistently with M-SARA requirements.
- Assure a reasonable process for monitoring participating institutions and for redressing complaints or concerns about participating institutions.
- Agree to accept recognized accreditation as both necessary and sufficient evidence of institutional academic quality for distance education.
- Agree to accept financial responsibility standards established by the U.S. Department of Education.
- Demonstrate that participating institutions are held accountable for required consumer protection information and processes.

Institutional participation is voluntary. For institutions currently offering distance education in multiple states and for those planning to initiate such offerings, the M-SARA initiative offers many advantages. Authorization under M-SARA will permit the institution to deliver distance education to residents of any state that is participating in the SARA process, regardless of region, without need for further approval or review. However, as noted above, M-SARA has the potential to change the relationship between the MDHE and some institutions, particularly in the areas of distance education and consumer protection. To participate, an institution must do the following:

- Apply to and receive authorization from the state to participate in M-SARA.
- Maintain compliance with the state requirements for participation.
- Pay any fee currently levied by the home state for the purpose of authorization.
- Pay a SARA fee to MHEC, which is initially projected to range between \$2,000 and \$6,000 per year, probably based on student enrollment numbers reported to IPEDS.

NEXT STEPS

Although much progress has been made, considerable work at both the state and regional levels will be required to fully implement M-SARA in Missouri. At the regional level, MHEC must develop the detailed framework and operational criteria necessary for states to be approved to participate. At the state level, legislative action will likely be required to clearly assign the responsibility for M-SARA to a specific agency or organization and to enact any needed statutory changes to implement that authority.

Another crucial function is the continued dissemination of information about M-SARA and the engagement of the higher education community in the process of preparing for implementation. The MDHE is committed to continuing to serve as the clearinghouse for this information and plans to conduct a general convening once more details are available from MHEC.

STATUTORY REFERENCE

Section 173.020, RSMo , Responsibilities of the Coordinating Board

RECOMMENDED ACTION

This is an information item only.

ATTACHMENTS

Attachment: Final Report of the Commission on the Regulation of Postsecondary Distance Education

Advancing Access through Regulatory Reform:

Findings, Principles, and Recommendations for the State
Authorization Reciprocity Agreement (SARA)

COMMISSION ON THE
REGULATION OF
POSTSECONDARY DISTANCE EDUCATION

April 2013

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Executive Summary

Mission and Purpose of the Commission

The Commission on the Regulation of Postsecondary Distance Education ("the Commission") was established to develop and provide recommendations that will address the costs and inefficiencies faced by postsecondary institutions that must comply with multiple (often inconsistent) state laws and regulations as they endeavor to provide educational opportunities to students in multiple state jurisdictions. In that context, the Commission has addressed key issues associated with appropriate government oversight, consumer protection, and educational quality related to distance education offered by institutions in the United States. After considering multiple strategies and potential solutions, the Commission has focused on grounded, principled, and practical recommendations that reflect the core aims of efficiently ensuring quality programs and consumer protection in a rapidly changing education landscape.

Overview of Recommendations

1. Interstate Reciprocity and Physical Presence

The backbone of the Commission's recommendations is a system of interstate reciprocity based on the voluntary participation of states and institutions to govern the regulation of distance education programs. Participating states will agree on a uniform set of standards for state authorization that ensure that institutions can easily operate distance education programs in multiple states as long as they meet certain criteria relating to institutional quality, consumer protection, and institutional financial responsibility (further described below). Participating institutions must be authorized by their "home state" (which is, presumptively, the institution's state of legal domicile). Once designated, the home state should have responsibility for authorizing the institution for purposes of interstate reciprocity and be the default forum for consumer complaints.

State authorization of institutions for purposes of interstate reciprocity will be granted by the home state, though states may also regulate the in-state activity of institutions that have physical presence in their borders. The interstate reciprocity agreement, therefore, provides a rational definition of physical presence that clearly differentiates what does and does not constitute physical presence. States must adopt this definition of physical presence as a prerequisite to participation in the interstate reciprocity agreement in order to decrease confusion among institutions, clarify oversight responsibilities for states, and ensure that students participate in duly vetted academic programs.

Most regulatory activity over the last two decades has involved defining the concept of "physical presence" by identifying which institutional activities constitute a sufficiently robust relationship with the state to warrant a requirement that the institution seek state authorization to operate. As a result, education providers now face a patchwork of individual state regulations relating to physical presence with different requirements and varying degrees of complexity and costs.

A core concept in the Commission's recommendations, therefore, is a proposed definition of physical presence for all participating states to adopt as a prerequisite for participation in the interstate reciprocity agreement. This definition includes the ongoing occupation of an actual physical location for instructional purposes or the maintenance of an administrative office to facilitate instruction in the state. The Commission recommendations also identify a number of institutional activities that should not trigger physical presence requirements,

including advertising, faculty members' residence, field trips, certain blended learning courses, and experiential learning opportunities (provided that certain other requirements are met).

2. A Regional Approach for Governing Interstate Reciprocity

While a national system is essential for the viability of the interstate reciprocity agreement, establishing and maintaining an entirely new national structure would likely be too time- and resource-intensive and potentially too bureaucratic to be viable. The four regional higher education compacts provide an existing structure by which states can participate in an interstate reciprocity agreement. The compacts are well-positioned to manage state participation in the agreement since they have strong, existing relationships with states and institutions and demonstrated experience in managing interstate activities.

To complement the regional compacts' role, ensure efficiencies in systems, and monitor existing mechanisms for effective implementation, a national coordinating board made up of a diverse group of stakeholders, including the regional compacts, can ensure fundamental, nationwide alignment with the reciprocity agreement's requirements.

Additionally, the home state has a right to oversee its home-state institutions and the in-state activities of institutions that have physical presence in its borders as the home state sees fit. By virtue of its agreement to participate in the interstate reciprocity agreement, the home state accepts the obligation and assures its capability, whether through law or mutually accepted, binding contractual agreements with constitutionally autonomous institutions, to certify compliance with quality standards and to receive and resolve consumer complaints.

3. Accreditation and Institutional Quality

A core principle of the interstate reciprocity agreement is that it does not create redundant requirements when well-established structures and requirements that ensure institutional quality already exist. Accreditation by a federally-recognized accreditation agency can provide sufficient evidence of institutional quality for purposes of interstate reciprocity, give students a clear indicator of quality when selecting an institution, and help to eliminate low-quality institutions from the institutional marketplace as states increase the rigor of the authorization process. Correspondingly, the accrediting agencies and institutions must provide the necessary transparency in process and rigor that preserves the confidence of the higher education community at large and of the broader public even in a rapidly changing postsecondary landscape.

4. Consumer Protection

All postsecondary students require protection against fraud and misrepresentation, but students in distance education programs may require even stronger protections because they complete their courses and programs outside the visibility of traditional oversight and monitoring structures. Because the interstate reciprocity agreement is likely to increase the number of students participating in distance education programs, participating states and institutions must take special care to protect these students.

Both current and prospective students need access to accurate, complete, and current information about the institutions they attend or are considering attending. Because this information is already required to be

disclosed to students or reported publicly by a large majority of institutions to fulfill Title IV and/or accreditation requirements, an additional reporting requirement will only be necessary for institutions that do not participate in Title IV programs but that seek to participate in the reciprocity agreement.

Interstate reciprocity provides a means for states to focus on the institutions with a physical presence within the state, and to rely on the authority and responsible regulation of the home state for out of state institutions offering instruction to its residents. Still, regardless of whether an institution is authorized directly by a state or through interstate reciprocity, it should be accountable for violations of consumer protections. States, therefore, must be vigilant in investigating and resolving consumer complaints. A prerequisite for state participation, therefore, will be a clear process for receiving and resolving consumer complaints.

5. Institutional Financial Responsibility

The proposed reciprocity framework avoids creating new requirements when sufficient structures already exist, but it also encourages transparency among members of the higher education triad. Because Title IV reporting requirements and the accreditation process adequately examine institutional fiscal viability, the interstate reciprocity agreement should not impose any new or duplicative requirements other than encouraging transparency. Participating states can rely on the financial responsibility system used by the Department to determine if an institution qualifies for Title IV program participation as an indicator of a participating institution's fiscal stability.

Home states should ensure that the institutions they authorize for participation in the interstate reciprocity agreement are financially responsible. Public institutions are presumed to be financially responsible based on backing from their states. A private non-profit or for-profit institution is deemed to have sufficient financial strength if the U.S. Department of Education (the Department) considers it eligible for Title IV participation and does not assign it a financial responsibility composite score of less than 1.5. If an institution does not attain a rating of 1.5 on the Department's financial responsibility index but remains eligible for Title IV participation, the state may request additional information to determine whether the institution is financially responsible for purposes of participation in the interstate reciprocity agreement. After examining that material, the state may determine that the institution has sufficient financial strength for participation or that the reason for the score being between 1.0 and 1.5 is the result of accounting error or the misapplication of generally accepted accounting standards in the calculation of that score. The state may use this method for determining eligibility for participation in the agreement for two consecutive years. The institution will lose eligibility if its composite score remains below 1.5 for three consecutive years.

I. Introduction Regarding Postsecondary Distance Education: The Legal and Policy Context

A. Overview

The advent of large scale distance education programs has led to the unprecedented availability of educational opportunities to students across the United States. The regulation of distance education is of growing significance as distance education providers work in more than one state – and often in many states. Complexity, confusion, and costs of compliance can be reduced if state laws and regulations embody common principles and/or if rules are established that narrow compliance obligations (i.e., requiring compliance with the rules of a single jurisdiction), while working to assure appropriate consumer protection and quality of service. State and federal oversight of distance education is important but such oversight cannot overly burden multi-state distance education providers. Unless alternatives are developed to the current 50+ state compliance system, many providers may choose to limit the states where distance education is offered, thereby denying access to students who otherwise would not have those educational opportunities.

Moreover, concerns persist regarding possible abuses in the delivery of distance education that may require specific forms of government oversight that is not now being consistently and coherently provided. The current system – in which states seek to protect their citizens as consumers (in various ways) and the U.S. Department of Education ("the Department") continues to be engaged in protecting the investment and quality of Pell Grants and student loans through its regulations and compliance activities – lacks an overarching, coherent framework and focus.

B. Distance Education Today

Postsecondary distance education programs expand educational opportunities for students by providing a flexible, accessible method to acquire new skills and fulfill degree requirements. Postsecondary institutions increasingly depend on distance education to advance the goals of raising college completion rates and preparing students for 21st century careers. With almost seven million students using online technology to access postsecondary courses, distance education has emerged as a viable alternative and supplement to the traditional in-classroom university experience.¹

Distance education can provide enhanced and expanded academic options for all students – over 30% of college and university students take at least one online course² – with non-traditional students, including military personnel, having especially benefited from the surge in online educational offerings.³ A central value for students taking online courses is the ability to tap into an expanded universe of course offerings and find the programs or courses that best meet their interests and schedules, regardless of geographical location. (Institutions providing distance education typically do not limit student enrollment by geographic area.) According to a 2008 survey by the Department, higher education institutions offered distance education

¹ I. Elaine Allen and Jeff Seaman, *Changing Course: Ten Years of Tracking Online Learning in the U.S.*, Babson Survey Research Group, Pearson, and The Sloan Consortium, Jan. 2013, p. 4

² *Id.*

³ While federal monitoring and research on distance education programs is in its nascent phase, data collected by the U.S. Government Accountability Office (GAO) shows that distance education is creating educational opportunities for many traditionally underserved students including older students, military personnel, working students, and students with families. U.S. Government Accountability Office, GAO-12-39, *Higher Education: Use of New Data Could Help Improve Oversight of Distance Education* (2011).

primarily to meet student demands for flexible scheduling and to expand college access for underserved students.⁴ In addition, institutions of higher education appear to focus on the potential of distance learning to address a variety of other student and institutional needs, from student expectations for easy access to curricular materials, to the generation of increased revenues, to the enhancement of their reputation and “brands.”

The “borderless” nature of distance education has resulted in many institutions serving students from a large number of states. An institution may have national reach but only serve a small number of students in any given state through online courses. As such, the oversight methods used by individual states to monitor traditional on-campus, in-classroom courses may not appropriately cover the operations of these multi-state distance education providers.

The rapid growth of distance education programs has outpaced the ability of states and the federal government to provide a coherent and comprehensive system of regulation appropriately attentive to issues of consumer protection and quality that, at the same time, reflects the unique features of distance education. One result is that education providers face a patchwork of individual state regulations with different requirements and varying degrees of complexity and costs. And the demand that distance education providers operating in multiple states comply with any applicable state requirements for offering postsecondary distance education casts a glaring light on that challenge, and its potential consequences.⁵ The current inconsistent and burdensome regulatory scheme ultimately acts to hinder students’ access to valuable postsecondary opportunities if institutions choose to limit their operations to a fewer number of states because of those hurdles—a prospect notably at odds with national postsecondary education goals and national needs.

C. Legal and Policy Background

1. State Law and Policy Regarding Distance Education

Historically, state laws and regulations governing institutions of higher education have only addressed the conduct of institutions physically located within the state, with state authorization requirements generally having provided a gatekeeper function to protect citizens from fraud and poor quality programs.⁶ The emergence of online educational services has complicated the regulatory environment and requires states to determine how to best regulate out-of-state providers delivering educational services to students in their states primarily through the Internet.

Over the last two decades or more, states have adopted and adapted varying approaches to the authorization of online providers, with some states requiring institutions to acquire authorization regardless of physical presence in the state and others making no substantive reference to out-of-state providers of distance education at all.⁷

⁴ *Id.* at pp. 9-10.

⁵ Most visibly articulating this reality (as is reflected in certain state requirements), the U.S. Department of Education (USED) on October 29, 2010 issued “Program Integrity Rules” promulgated under the Higher Education Act. Among other things, and as described in more detail below, these Rules required that institutions of higher education offering distance education comply with requirements in each state in which their students are located. As explained below, these rules have been vacated by a federal judge.

⁶ Presidents’ Forum Task Force, “Aligning State Approval and Regional Accreditation for Online Postsecondary Institutions: A National Strategy” (Fall 2009).

⁷ Eduventures, “Online Learning Across State Borders: Assessing State Regulation of Out-of-State Schools,” available at http://www.accet.org/downloads/program_integrity/state_reg_report_jan11.pdf (Jan. 2011).

The lack of uniformity across state regulations has led to limited inter-state and multi-state reciprocity compacts, in which member states agree to recognize each other's institutional authorization decisions. At least one of the four regional compacts, the Southern Regional Education Board's Electronic Campus, gives students the opportunity to choose online courses from over 300 colleges and universities across 16 member states.

2. Federal Law and Policy Regarding Distance Education

The federal government's oversight power over distance education providers emanates from its management of student aid programs.⁸ Even though the federal role is limited in scope, much of the recent growth in distance education can actually be attributed to significant changes in the provisions of the Higher Education Act (HEA) in 2006 and the Higher Education Opportunity Act (HEOA) of 2008. The 2006 amendments to the HEA excluded distance education programs from a 1992 rule stating that schools were not eligible for federal student aid programs if more than 50% of their courses were offered by correspondence or if more than 50% of their students were enrolled in correspondence courses.⁹ The HEOA also clarified accrediting agency duties in regard to distance education. Agencies are not required to have separate standards for evaluating distance education and recognized agencies are not required to obtain approval to expand their scope of accreditation to include distance education, if notice is provided to the Department.¹⁰

Prompted by "the rapid growth of enrollment, debt load, and default rates" at some institutions, in 2009, the Department initiated a Negotiated Rulemaking process to develop new regulations under the HEA.¹¹ In June 2010, the Department released a proposed set of rules, including provisions regarding state authorization requirements for institutions. In October 2010, the Department issued final "Program Integrity" rules promulgated under the HEA.¹² The rules included the following provision (codified at 34 C.F.R. § 600.9 (c)) which was not included in the proposed rules:

If an institution is offering postsecondary education through distance or correspondence education to students in a State in which it is not physically located or in which it is otherwise subject to State jurisdiction as determined by the State, the institution must meet any State requirements for it to be legally offering postsecondary distance or correspondence education in that State. An institution must be able to document to the Secretary the State's approval upon request.¹³

⁸ Regulation of higher education has traditionally been understood to be under the constitutional purview of the states. As the Presidents' Forum 2009 Task Force Report explains, the federal government had "virtually no role in the oversight of colleges and universities" until the passage of the post-World War II GI Bill. The Higher Education Act of 1965 established the first federal student financial aid program thereby granting the federal government a more meaningful role in oversight as colleges and universities must agree to certain requirements and comply with federal law as a condition of receiving federal funds for students. Presidents' Forum Task Force, "Aligning State Approval and Regional Accreditation for Online Postsecondary Institutions: A National Strategy" at p. 5 (Fall 2009).

⁹ Higher Education Reconciliation Act of 2005, Pub. L. No. 109-171, Title VIII, Subtitle A, 120 Stat. 4, 155 (2006).

¹⁰ 20 U.S.C. § 1099b(a)(4)(B)(i)(I), (II).

¹¹ U.S. Department of Education, "Department of Education Establishes New Student Aid Rules to Protect Borrowers and Taxpayers," available at <http://www.ed.gov/news/press-releases/department-education-establishes-new-student-aid-rules-protect-borrowers-and-tax> (last accessed May 30, 2012).

¹² Reciprocity and Distance Education, 75 Fed. Reg 66,866-67 (Oct. 29, 2010) (to be encoded 34 C.F.R. § 600.9).

¹³ 34 C.F.R. § 600.9 (c).

The Department further explained that the provision "in no way preempt[ed] any State laws, regulations, or other requirements established by any State regarding reciprocal agreements, distance education, or correspondence study."¹⁴ The Department declined to regulate or require federal authorization for reciprocal agreements. The final rules also included a provision requiring institutions to provide current and future students with contact information for filing complaints with the institution's accrediting agency and the appropriate state agency that would handle the student's complaint.¹⁵ The final Program Integrity rules went into effect on July 1, 2011.¹⁶

Following the release of the final Program Integrity Rules, the Association of Private Sector Colleges and Universities sued the Department arguing that interested parties were not given sufficient notice and an opportunity to comment on the state authorization rule. In *Career College Association v. Duncan*, 34 C.F.R. § 600.9 (c) was vacated on the grounds that the Department did not provide proper notice-and-comment as required by the Administrative Procedure Act.¹⁷ On appeal, the District of Columbia Court of Appeals, in June 2012, upheld the lower court's decision and ruled that § 600.9 (c) was "not a logical outgrowth" of the Department's proposed Program Integrity rules.¹⁸ Although the Department has not yet indicated what next steps will be, the decision would appear to require that the Department engage in some form of notice and comment in the event that it decides to reissue the state authorization rule (or some variant thereof).¹⁹

3. The State Regulatory Landscape after the State Authorization Rule

The promulgation of the federal state authorization regulation (§600.9 (c)) and resulting focus on state authorization has called attention to and elevated the dialogue regarding the inconsistent state regulatory scheme surrounding multi-state distance education providers. Notably, these state requirements existed before the rule and will continue to impact multi-state providers, regardless of future U.S. Department of Education action.²⁰

¹⁴ 75 Fed. Reg. 66867 (Oct. 29, 2010).

¹⁵ 34 C.F.R. §668.43 (b).

¹⁶ In March 2011, the Department released a "Dear Colleague" letter intended to provide guidance for the Program Integrity Rules. The guidance established that for the 2011-12 award year, the Department would consider institutions to be making a "good-faith effort" at compliance with the regulation if the institution met certain conditions. See Eduardo M. Ochoa, Office of Postsecondary Educ., U.S. Dep't of Educ., Implementation of Program Integrity Regulations, at 6 (Mar. 17, 2011). In a later April 2011 "Dear Colleague" letter, the Department clarified that it would not initiate any enforcement action to require repayment or limit student eligibility before July 1, 2014. See Eduardo M. Ochoa, Office of Postsecondary Educ., U.S. Dep't of Educ., State authorization under the Program Integrity Regulations, at 2 (May 6, 2011).

¹⁷ *Career Coll. Ass'n v. Duncan*, 796 F.Supp.2d 108 (D.D.C. 2011).

¹⁸ *Ass'n of Private Sector Colls. and Univs. v. Duncan*, No. 11-5174, slip op. at 5 (D.C. Cir. June 5, 2012).

¹⁹ See generally Kelly Field, "Appellate Court Sides with For-Profit Colleges on Tossing Out a Controversial Rule," *The Chronicle of Higher Education*, June 5, 2012. In this context, it bears noting that both the U.S. House of Representatives and the U.S. Senate have also taken action to repeal 34 C.F.R. § 600.9 (c). The House passed H.R. 2117 (the Protecting Academic Freedom in Higher Education Act) in February 2012. The bill would repeal several of the state authorization regulations including § 600.9. A companion bill in the Senate, S. 1297, was introduced in June 2011 but has not moved out of the Senate Committee on Health, Education, Labor, and Pensions. President Obama has indicated that he would not support the repeal of the rules as they "help ensure the integrity" of the federal student aid programs. Kelly Field, "House Votes to Repeal Two Controversial Education Department Rules," *The Chronicle of Higher Education*, February 28, 2012.

²⁰ As the Department's March 2011 guidance notes, "[a]n out-of-State institution offering distance education, including online education or correspondence study to students in a State that regulates these offerings, was *always* required to have determined whether State approval was necessary and to have sought approval from the State" (emphasis added) prior to awarding title IV funds. The guidance goes on to explain that § 600.9 (c) "merely reinforces" the need for State approval in all states where a provider operates. See also, Paul

As described herein, the pronounced variability among state laws regarding authorization makes compliance, in a national or even regional sense, an extremely time-consuming and expensive task. Some states require any distance education provider, regardless of physical presence in the state, to seek authorization from the state before offering courses to students. For states that require institutions with a physical presence to seek authorization, there are numerous legal definitions regarding what constitutes a "physical presence" – dependent upon, for example, whether the provider owns or leases actual property in the state, advertises its operations in the state, or engages in recruiting activities in the state. In addition, some states require providers to seek accreditation while others do not. Finally, almost every state requires an institutional fee for the authorization process, which may vary based on the type of program and number of students being served. Some states grant authorization at the institutional level, others on a program-by-program basis. All of these requirements may be further complicated by the type of programs (degree vs. non-degree) and provider (public, private, for-profit, religious/tribal) seeking authorization.²¹ Institutions also must constantly monitor state regulations, policies, and interpretations to ensure that they are meeting current requirements in a policy environment of consistent change. Removing this patchwork of conflicting, constantly changing state laws and regulations is the principal motivation for the recommendations that follow.

E. Lingenfelter, "The Federalization of Higher Education?," presented at the Presidents' Forum Conference, March 28, 2011.

²¹ States may have different approval requirements for degree and non-degree programs and may further distinguish requirements if the program is in a specialty area (such as nursing or education). This differentiation may require a provider to follow multiple authorization procedures in one state.

II. The Work of the Commission: History, Convenings, and Stakeholder Outreach

The Commission began work in the summer of 2012 to develop pragmatic and politically feasible recommendations to guide legal and policy action related to the regulation of distance education. These recommendations were designed to:

- Expand and ensure quality opportunities in higher education for all students nationwide;
- Reduce the cost, burden, and inefficiencies associated with current regulatory schemes associated with distance education;
- Build upon existing requirements and governance structures to develop a new system of interstate reciprocity that is both efficient and effective in assuring quality and consumer protections.

To work toward solutions, the Commission pursued a consensus-based approach with significant stakeholder engagement. Between June 2012 and April 2013, the Commission held three in-person meetings, one remote webinar, and an ongoing process of seeking and providing feedback on the Commission's work from Commissioners and the organizations and sectors of higher education that they represent.

The initial meeting on June 14, 2012, focused on addressing preliminary issues and identifying likely points of prospective consensus on which to build the Commission's work. The six key issues identified were: (1) cost and burden; (2) impact on students; (3) the need for innovation; (4) the need for coherent and consistent policies; (5) the continuing importance of the triad of higher education governance; and (6) institutional quality. In this context, the Commissioners discussed the importance of bringing together a diverse group of leaders in the distance education community to discuss alternatives and solutions for the regulation of distance education, in light of compliance obligations with different and inconsistent state regulatory schemes.

The second meeting, held on September 12, 2012, involved significant steps forward by Commissioners. Prospective common ground was identified in a number of key areas, significantly informed by the work of the Presidents' Forum/CSG and WICHE. Important insights and background on key issues also came from participation by invited guests David Longanecker of WICHE and Judith Eaton of the Council of Higher Education Accreditation (CHEA) and a report from the joint APLU – AASCU Advisory Group of presidents and chancellors of public institutions. Secretary Riley, commenting on the unique opportunity the Commission has to forge consensus, urged all stakeholders to work toward one comprehensive set of principles and actions, particularly in light of comments provided from and about the WICHE and Presidents' Forum approaches, as well as feedback provided by representatives of the A*P*L*U- AASCU Advisory Committee. Those in attendance agreed with this consensus approach as opposed to pursuing separate strategies. Indeed, the Commission's work built upon and was informed by the efforts of the Presidents' Forum / Council of State Governments (CSG) and the Western Interstate Commission for Higher Education (WICHE) to develop a model state reciprocity agreement and implementation plan. The Presidents' Forum and CSG first began work on a model state reciprocity agreement in 2010, prior to the issuance of §600.9(c) (described above). In drafting the model agreement, the Presidents' Forum and CSG engaged a number of stakeholders, including regulators, institutions, and accrediting agencies. WICHE, in conjunction with the other regional compacts (the New England Board of Higher Education, the Midwestern Higher Education Compact, and the Southern Regional Education Board), then led the charge to develop an implementation version of the agreement. The draft implementation plan, finalized in August 2012, leveraged the historic missions of the regional compacts in creating interstate partnerships to address higher education issues.

A first draft of the Commission's findings, principles, and recommendations was circulated in November 2012. Commission members participated in a webinar on November 14, 2012, to discuss several outstanding issues in the draft. After the November webinar, Commissioners were encouraged to share an updated draft with their colleagues and networks. The Commission received dozens of responses and written feedback from more than twenty groups and individuals, including:

- Public, private, non-profit, and for-profit institutions of higher education,
- State regulators from both higher education- and health-related departments,
- National organizations that focus on higher education, and
- Regional compacts.

The overall tenor of the feedback received was positive toward the Commission's approach to the recommendation. A few concerns were raised about the specifics of the draft Report, with many comments focusing on the physical presence definition, the governance structure, and the implementation plan. The majority of concerns were addressed in subsequent updates to the Commission Report. Commissioners participated in a detailed survey for each of the proposed recommendations in December 2012.

Through discussions at Commission meetings, solicitation of feedback from Commissioners, and outreach with other stakeholders, the Commission recommendations were near completion prior to the January 2013 meeting. Thus, the January 2013 meeting focused on resolving the few remaining issues and looking forward to the plan for implementation of the recommendations, including an initial strategy for stakeholder outreach and engagement regarding the Commission recommendations, including a symposium focused on state implementation in April 2013 that is being planned by the Presidents' Forum and the Council of State Governments. During the meeting, Commissioners expressed a desire to create a unified path for implementation between the Commission, the Presidents' Forum, and WICHE and the other regional compacts. To that end, Commissioners expressed a need for a single document on interstate reciprocity to be produced from the draft Commission Report and the related WICHE implementation plan.

Commission staff subsequently engaged with key stakeholders to produce this Report, which represents alignment with the Presidents' Forum/CSG and WICHE recommendations and has been drafted in response to final feedback from Commissioners.

III. Findings, Principles, and Recommendations of the Commission

The Commission considered a number of issues in its work to develop recommendations to improve the current patchwork system of state authorization for distance education providers. As part of this work, the Commission reviewed and discussed current reciprocity agreement proposals from the Western Interstate Commission for Higher Education (WICHE), and the Presidents' Forum/Council of State Governments (CSG), as well as comments to the Commission from the A*P*L*U – AASCU Advisory Committee and additional feedback received since the June meeting. The recommendations in this Report result from observations and reactions to these existing proposals and comments. Because the Commission was able to reflect and build on the work of WICHE, the Presidents' Forum, and CSG, it offers recommendations that are specific and intended to frame a concrete, consensus-based action agenda.

Each recommendation (with accompanying relevant findings and principles) emerged from discussions during the Commission's meetings and outreach efforts and represents a potential path forward to address the needs of states, institutions, and students in regard to distance education. The recommendations are structured within the following five topics:

1. Interstate Reciprocity and Physical Presence
2. A Regional Approach for Governing Interstate Reciprocity
3. Accreditation and Institutional Quality
4. Consumer Protection
5. Institutional Financial Responsibility

These topics were ordered to present first the core concept of interstate reciprocity (including our definition of physical presence). Then, the recommendations explain the governing structure for supporting the proposed system of interstate reciprocity. Finally, the recommendations explain how the governing structure protects three key interests in the system of interstate reciprocity (institutional quality, consumer protection, and institutional fiscal viability).

1. Interstate Reciprocity and Physical Presence

Findings: State laws and regulations governing institutions of higher education have taken different approaches to authorization, with many typically only addressing the conduct of institutions physically located within the state. State authorization requirements generally provide a gatekeeper function to protect citizens from fraud and poor quality programs offered by those institutions.

The emergence of distance education has complicated the regulatory environment and now requires states to determine how best to regulate out-of-state providers delivering educational services to students in their states (primarily through the Internet). Over the last two decades or more, states have adopted and adapted varying approaches to the authorization of online providers.²² Most regulatory activity has involved defining the concept of "physical presence" by identifying which institutional activities constitute a sufficiently robust

²² Eduventures, "Online Learning Across State Borders: Assessing State Regulation of Out-of-State Schools," available at http://www.accet.org/downloads/program_integrity/state_reg_report_jan11.pdf (Jan. 2011).

relationship with the state to warrant a requirement that the institution seek state authorization to operate. The spectrum of state requirements on physical presence falls along four categories:

- All online providers must acquire state authorization regardless of physical location.²³
- Online providers must acquire state authorization when physical presence is triggered.²⁴
- Online providers must seek an express exemption from state authorization even if the provider has no physical presence in the state.²⁵
- No particular requirement exists for out-of-state online providers, provided that they are accredited.²⁶

This lack of uniformity in state policy has created confusion for institutions seeking to offer distance education across state lines. Institutions that seek a national presence face the burdensome and expensive process of seeking authorization in multiple states. Institutions depend on directories and lists developed by the entities within the higher education community (which may not always be up-to-date) and, in some cases, expend inordinate amounts of their own time and resources in order to determine and comply with variable authorization requirements.

Principles: Interstate reciprocity is based on the voluntary participation of states and of institutions. The success of the agreement is not dependent upon securing the participation of all states and institutions in the United States, but rather on an agreement based on a uniform set of standards for state authorization that ensures that institutions can easily operate distance education programs in multiple states. Such an agreement will allow students to enjoy increased access to higher education opportunities and provide appropriate quality assurance of distance education that alleviates the need for states to monitor distance education activities of institutions authorized outside of the state.

Institutions offering instruction to students must be authorized by the state, regardless of whether that instruction takes place in a traditional classroom, through a distance education program, or through a combination of both formats. Authorization for purposes of interstate reciprocity will be granted by the home state (discussed fully in Recommendation 1.2), though states may also regulate the in-state activity of institutions that have physical presence in their borders. The interstate reciprocity agreement, therefore, must provide a rational definition of physical presence that clearly differentiates these two means for institutions to attain state authorization.

²³ Only a few state agencies expressly require all online education providers to acquire state authorization regardless of whether the provider is physically located in the state. Almost every institution is required to seek authorizations in these states regardless of the number of students enrolled at the institution.

²⁴ A significant majority of state agencies regulate distance education providers with a physical presence in the state. Physical presence triggers include face-to-face instructional activities, internships/externships, recruitment activities, actual facilities (may house administrative offices or equipment), staff or faculty employed in the state, third-party contracts for services administered in the state, and advertising.

²⁵ Only a handful of state agencies fit into the "exempt status" category. These exemptions may require the provider to provide evidence of national or regional accreditation as a quality assurance check.

²⁶ A very small number of state agencies fall into this category.

Recommendations:

1.1. Interstate Reciprocity

- A. States should be encouraged to participate in a voluntary system of interstate reciprocity to reduce the regulatory burden on institutions providing distance learning opportunities to students in multiple states, broaden access to distance education opportunities, and ensure a baseline of standards among participating institutions and states. States should opt into the reciprocity agreement through their existing participation in regional compacts. Those states that are not current members of a regional compact should be able to request membership in a regional compact for the limited purpose of participating in the reciprocity agreement.²⁷ (Regional compacts are discussed fully in Recommendation 2.1.)
- B. An institution should not be able to participate in the interstate reciprocity agreement if the state which is its home state is not a participant in the interstate reciprocity agreement. Thus, institutions that are located in non-participating states are not eligible to take part in the agreement.

1.2. Physical Presence

- A. As a prerequisite to participation in the interstate reciprocity agreement, states that seek to participate should adopt a common definition of physical presence, as it applies to the interstate reciprocity agreement, to decrease confusion among institutions, clarify oversight responsibilities for states, and ensure that students participate in duly vetted academic programs. For purposes of the interstate reciprocity agreement, the definition of "physical presence" should be limited to the ongoing occupation of an actual physical location for instructional purposes or the maintenance of an administrative office to facilitate instruction in the state.
- B. Institutional activities in a state that meet the definition of physical presence, as defined here, permit but do not require a state to require the institution to seek authorization by that state, both for the general authority to offer instruction within that state.
- C. The authorizing state will serve as the institution's "home state" for purposes of the interstate reciprocity agreement. Institutions that have physical presence in more than one state will have only one home state (the presumptive home state will be the institution's state of legal domicile)²⁸ for purposes of the interstate reciprocity agreement. Once designated, the home state should have responsibility for authorizing the institution for purposes of interstate reciprocity and be the default forum for consumer complaints (described fully in Recommendation 4.2). (Institutions would continue to need general state authorization, outside the scope of interstate reciprocity, in all states in which they have physical presence.)
- D. For purposes of the interstate reciprocity agreement, institutions delivering pure distance education courses and conducting no other activities in a state should not be deemed to be physically present. These institutions, therefore, should have to seek authorization for purposes of interstate reciprocity

²⁷ These states are New Jersey, New York, and Pennsylvania. The District of Columbia also does not currently participate in a regional compact.

²⁸ Though there are some variations between different states, legal domicile generally indicates permanent residence in a particular jurisdiction. A person or entity may only have one legal domicile at any one time, although domicile may change. A corporation's domicile is usually its place of incorporation.

An important note for purposes of interstate reciprocity is that the home state does *not* need to be tied to accreditation-related geographic considerations. (Some regional accrediting agencies determine whether an institution has "substantial presence" within their region to determine whether they may accredit that institution.)

only from their home state. Other institutional activities that should not trigger physical presence requirements include:

- Advertising,
- Recruiting,
- Contractual arrangements in states (e.g., procurement contracts or online academic offerings provided through consortia agreements),
- Courses on military installations by an accredited institution, limited to active and reserve military personnel, dependents of military personnel, and civilian employees of the military installation,²⁹
- Faculty residing in the state,
- Field trips,
- Proctored exams held in the state,
- Operation of a server or other electronic service device,
- Short courses (20 classroom hours or less, or the equivalent thereof),
- Courses for which fewer than 25 percent of class requirements take place in a setting where the instructor and students physically meeting together,
- Experiential learning opportunities, such as a clinical, practicum, residency, or internship, provided that:
 - The institution has already obtained all the necessary professional and licensure approvals necessary (if any) to conduct the learning opportunity in the state, and
 - Only ten students from each institution are physically present simultaneously at a single field site.

The following chart catalogs all triggering and non-triggering activities as described in Recommendation 1.

Activities that Trigger Physical Presence in a State <i>Participating states may require institutions that perform these activities to seek authorization for in-state activities.</i>	Activities that <u>Do Not</u> Trigger Physical Presence <i>Participating states may not require institutions that perform only these activities to seek authorization for in-state activities.</i>
<ul style="list-style-type: none"> • On-going occupation of physical location for instructional purposes • Maintenance of an administrative office to facilitate instruction 	<ul style="list-style-type: none"> • Offering instruction through pure online format • Advertising • Recruiting (e.g., hosting or attending recruitment fairs) • Contractual agreements • Courses on military installations (limited to active and reserve military personnel, dependents, and civilian employees of the military installation) • Faculty residing in the state • Field trips • Proctored Exams • Operation of server or other electronic service device • Short courses • Courses for which 25 percent or less of class requirements involve instructor and students meeting in a physical location • Experiential learning opportunities (provided certain condition are met, as described above)

²⁹ Because military installations are governed by federal, not state, authorities, physical presence should not be triggered by courses offered on a military base.

2. A Regional Approach for Governing Interstate Reciprocity

Findings: A system of interstate reciprocity requires an infrastructure to facilitate communication and collaboration between states. A key element of interstate reciprocity is the management of a strong process for determining whether states meet and continue to adhere to standards for participation in the agreement.

The four regional higher education compacts provide an existing structure by which states can participate in an interstate reciprocity agreement. The compacts, as entities based on state membership, are well-positioned to manage state participation in the agreement. The majority of states currently belong to one of the four existing regional compacts: the Midwestern Higher Education Compact (MHEC), the New England Board of Higher Education (NEBHE), the Southern Regional Education Board (SREB), and the Western Interstate Commission for Higher Education (WICHE). These compacts were created to encourage resource-sharing and collective action among member higher education systems. These compacts have strong, existing relationships with states and institutions and demonstrated experience in managing interstate activities.³⁰

Full membership in the compacts is limited to states within each region.³¹ Limited membership for states outside a compact's region is available for certain programs. MHEC, for example, allows states not within its region to be affiliate members by passing a statute to become a member with the same standing as the original 12 founding states, and also allows institutions to become associate members (participation allowed, e.g., in procurement activities, for an annual payment based on the number of activities used).³² Under WICHE's leadership, these four compacts have engaged with the issue of interstate reciprocity for distance education and appear prepared to support such a system.

Principles: While a national system is essential for the viability of the interstate reciprocity agreement, establishing and maintaining an entirely new national structure would likely be too time- and resource-intensive and potentially too bureaucratic to be viable. The regional compacts can act as the agents of a national reciprocity agreement between states. Using regional compacts as the vehicle for the interstate reciprocity agreement has the advantages of limiting costs, utilizing existing structures, and working within established relationships.

The home state has the obligation to oversee its home state institutions and has the right to oversee the in-state activities of institutions that have physical presence in its borders. By virtue of its agreement to participate in the interstate reciprocity agreement, the home state accepts the obligation and assures its capability to certify compliance with the standards defined in these recommendations and to receive and resolve consumer complaints.

³⁰ One of the most visible activities in which all compacts currently engage is a regional academic "common market" that allows students to receive discounted tuition at an out-of-state institution within the compact to pursue a degree program not available to that student in his or her home state.

³¹ MHEC has 12 member states (Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin). NEBHE has six member states (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont). SREB has 16 member states (Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia). WICHE has 15 member states (Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming).

³² MHEC, Member States, <http://www.mhec.org/memberstates> (last accessed Oct. 24, 2012).

An oversight body for the interstate reciprocity agreement will be necessary to ensure efficiencies in systems and monitor existing mechanisms for effective implementation. Additionally, some forum will be necessary to address possible conflicts among regional compacts about interpretation and enforcement of the reciprocity agreement. A national coordinating board made up of a diverse group of stakeholders, including the regional compacts, can ensure fundamental, nationwide alignment with the reciprocity agreement's requirements. Until the permanent coordinating board is in place, WICHE will lead efforts with the other regional compacts to implement the interstate reciprocity agreement. There is a need to ensure a seamless transition from the Commission's work to actual implementation of the recommendations and to provide some oversight to that process. Accordingly WICHE will seek guidance from the Commission (or select members as appropriate) regarding interim and transitional issues of consequence. Initial membership of the National Coordinating Board and any decisions relating to dues should also be the product of a similar process.

The recommendations presented are intended to provide an overview of the functions served by the regional compacts, participating states, participating institutions, and the national coordinating board that will be necessary to prepare for, implement, and maintain the interstate reciprocity agreement.

Recommendations:

2.1. Role of the Regional Compacts

- A. As a preliminary step, all four regional compacts should agree to adhere to the standards and responsibilities involved in the interstate reciprocity agreement. These standards and responsibilities should include a process for admitting states to the interstate reciprocity agreement and determining whether any additional fees are necessary for current compact member states and/or non-member states seeking to join a compact for the limited purpose of participation in the interstate reciprocity agreement. The reviewing regional compact should ensure that states have both the authority and capacity to adhere to the requirements of the interstate reciprocity agreement.**
- B. To implement the interstate reciprocity agreement, regional compacts should accept state requests to join the agreement and admit states that have adopted the appropriate legislation and/or regulations to facilitate compliance with the requirements of the reciprocity agreement.**
- C. After the agreement has been implemented, regional compacts should perform the following functions: (1) maintain a public list – easily accessible to students – of states and institutions that are part of the agreement (this list should be comprehensive and available on each regional compact's website); (2) facilitate the agreement's continued growth and expansion to more participating states; and (3) monitor states' compliance with the reciprocity agreement, including admitting, performing a biennial review of, and expelling states from the agreement. The heads of the four regional compacts should use the meetings of the national coordinating board to facilitate a regular exchange of information regarding state compliance with the interstate reciprocity agreement as well as the standards and responsibilities of the regional compacts themselves.**

2.2. Role of Participating States

- A. As a preliminary step, states that wish to join the interstate reciprocity agreement should take necessary action to comply with the requirements and standards of the interstate reciprocity agreement. Once admitted to the interstate reciprocity agreement, states should notify institutions that are likely to designate them as their home state about the interstate reciprocity agreement, its**

terms, and potential benefits to institutions. *(Additional guidance about these steps is presented in Section III.)*

- B. To implement the interstate reciprocity agreement, states should authorize for participation in the agreement institutions that wish to participate in the agreement and meet the standards and requirements of the agreement. (States are encouraged to use existing structures and agencies for this process.)
- C. After the state has authorized an institution for participation in the interstate reciprocity agreement, it should (1) notify the regional compacts of the institutions that it has admitted to the agreement in a timely manner; (2) reauthorize participating institutions on an annual basis; (3) monitor the compliance of the institutions it authorized for participation in the agreement with requirements regarding institutional quality, consumer protection, and fiscal viability (as described in the recommendations below); (4) take appropriate action against an institution it authorized if that institution fails to comply with those standards and requirements, which may include an investigation, citation, suspension, or expulsion from the interstate reciprocity agreement; and (5) notify the relevant regional compact of any adverse action taken against an institution related to the interstate reciprocity agreement in a timely manner.

1.3. Role of Participating Institutions

- A. As a preliminary step, institutions that wish to participate in the agreement should apply to their home state for admission into the agreement.
- B. The interstate reciprocity agreement should be triggered for participating institutions when out-of-state students enroll in the institution's distance education courses. Students should be made that the institution is authorized to offer those courses through the interstate reciprocity agreement, possibly by a symbol on the institution's website and/or a standard statement used by all participating institutions.
- C. To maintain the agreement, institutions should comply with the standards and requirements of the agreement.

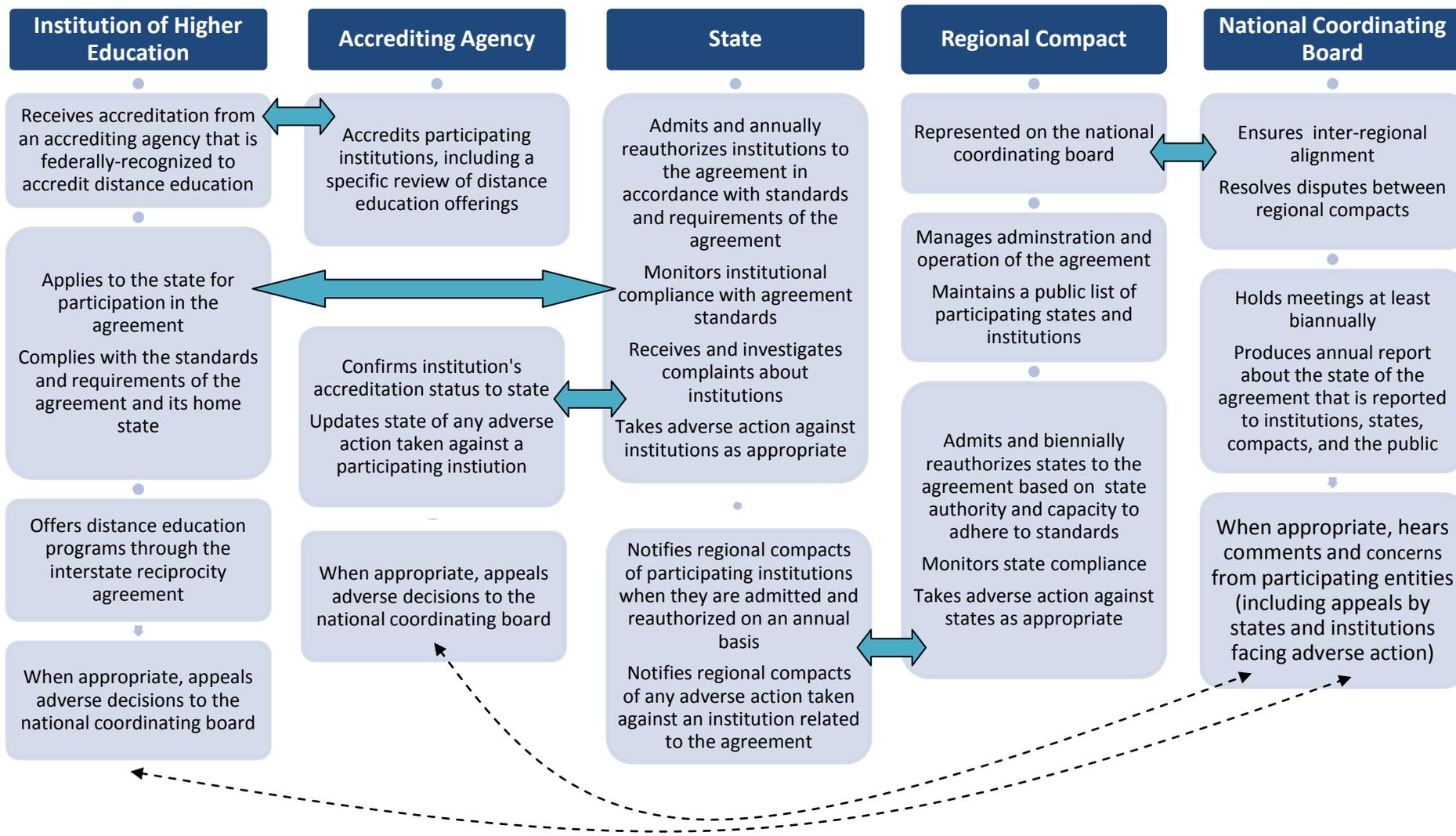
2.4. Role of Accrediting Agencies

- A. As a preliminary step, federally recognized accrediting agencies for distance education purposes should monitor whether institutions they accredit are domiciled in a state that plans to join or has joined the agreement.
- B. To implement the interstate reciprocity agreement, accrediting agencies that are federally recognized to accredit distance education programs should provide confirmation, when requested by the state, about the accreditation status of institutions seeking to participate in the agreement.
- C. To maintain the agreement, accrediting agencies should continue to revisit and revise their standards for higher education to take into account the changing landscape of distance education. Additionally, in light of the reliance of states and institutions on accreditation as the primary means of quality assurance and in order to increase awareness of accreditation processes and decisions, all regional, national, and programmatic accreditors should be urged to provide a summary to relevant states of adverse actions with regard to distance education taken relative to institutions or programs to relevant home-state agencies on a timely basis. (See also Recommendations 3A, 3B, 3C, and 4.2C, below.)

2.5 Role of the National Coordinating Board

- A. As a preliminary step, a national coordinating board, comprised of an odd number of members representing the full spectrum of the higher education community, should be established. The following principles should guide the establishment of the board:
- Members should come from the range of impacted groups to assure a wide range of support as the interstate reciprocity agreement is promoted and implemented, while also taking into consideration the need for those groups to have a permanent voice. Members should be drawn from all institutional sectors (including large- and small-scale distance education providers), regional and national accreditation agencies, and state officials including state regulators, state attorneys general, and state higher education executive officers.
 - Though the board should represent a diverse set of perspectives and interests, roughly mirroring the composition of membership of the Commission on the Regulation of Postsecondary Distance Education, membership should not be driven by numerical representation or delegated interests. Instead, members should be selected based on their knowledge of the field, ability to work across multiple perspectives, and commitment to the collaborative work and success of the national coordinating board, consistent with the principles set forth herein.
 - The presidents of regional compacts (or their designees) should be voting members with an important but not controlling role, e.g., the representative of a regional compact could be the vice chair of the board but not the chair.
 - Members should have staggered terms.
 - Members should have term limits.
- B. To implement the agreement, the national board should advocate for the expansion of the agreement and adhere to three core principles of operation: maintenance of a limited role within the overall governance of the agreement, responsibility for communicating information to the field, and representativeness of all stakeholders.
- C. To maintain the agreement, the national coordinating board should (1) focus on ensuring inter-regional alignment with the reciprocity agreement; (2) hold meetings at least twice per year; (3) produce an annual report on the state of the interstate reciprocity agreement; (4) establish a mechanism to resolve disputes between regional compacts about interpretation and enforcement of the agreement when they arise; and (5) be accessible to the higher education community at large to address concerns and questions as they arise (including appeals from states that are expelled from the agreement by their regional compact).

Interstate Reciprocity: Key Actors and Functions



2. Accreditation and Institutional Quality

Findings: Since the late 19th century, accreditation of institutions of higher education in the United States has been used as a standards-based sign of institutional quality. To assess institutional quality, accrediting agencies examine the full range of services and operations at institutions through a peer review process that includes site visits, self-assessment, and curriculum review. Standards are developed by and approved by the member institutions of the accrediting agencies and are reviewed regularly to account for innovations in education, new models of instructional delivery, and the new demands of the workforce and economy.

Federal recognition is the means used by the Department to identify accrediting agencies that are reliable authorities on the quality of education or training offered by the institutions or programs they accredit.³³

To receive federal recognition, accrediting agencies must comply with numerous requirements under Department regulations.³⁴ An accrediting agency must (among other things):

- Demonstrate its link to federal programs by establishing that institutions it accredits rely on its accreditation for participation in those programs.³⁵
- Have a qualifying geographic scope of accrediting activities (must be a state government agency or accredit regionally or nationally).³⁶
- Have accrediting experience.³⁷
- Be accepted by educators, educational institutions, licensing bodies, practitioners, and employers within the fields of instruction offered at institutions they accredit.³⁸
- Have the administrative and fiscal capacity to carry out accreditation activities within their identified scope.³⁹
- Have sufficiently rigorous standards for determining academic quality at an institution – including the quality of distance education programs – and have effective means of determining compliance with these standards.⁴⁰
- Make decisions in a way that is consistent and take into account institutional mission.⁴¹
- Monitor, re-evaluate, and (when necessary) take enforcement action against institutions that they accredit.⁴²

³³ 34 CFR § 602.1(a).

³⁴ 20 USC 1099b; 34 CFR § 602.1 et seq. (2010).

³⁵ 34 CFR § 602.10.

³⁶ 34 CFR §§ 602.11.

³⁷ 34 CFR § 602.12.

³⁸ 34 CFR §602.13.

³⁹ 34 CFR § 602.15.

⁴⁰ 34 CFR §§ 602.16(a), (b), 602.17(a).

⁴¹ 34 CFR §602.18.

⁴² 34 CFR §§ 602.19, 602.20.

Federal recognition also entails several requirements for accreditation agencies seeking to include distance education programs within their scope of recognition. An accrediting agency must:

- Effectively address the quality of institutions or programs offering distance education through its standards, though there is no requirement for agencies to develop separate standards for distance education programs.⁴³
- Evaluate distance education offerings by institutions both during full review for accreditation or re-accreditation and between full reviews when an institution offers new distance education programs that constitute a change in scope of its program offerings (any such change in scope must be reported to the Department by the accrediting agency).⁴⁴
- Ensure that institutions offering distance education have processes in place to ensure that the student who registers for the distance education course is the same student who completes requirements for that course.⁴⁵

In response to new federal requirements and the quickly expanding world of online learning, the accreditation community has made significant progress toward meeting the need for accreditation standards specific to distance education. The *Guidelines for the Evaluation of Distance Education (Online Learning)* have been established by the Council of Regional Accreditors (C-RAC) and provide a basis or example for ensuring quality in such programs.⁴⁶ The *Guidelines* have been endorsed by all regional accrediting organizations in the United States.⁴⁷

Even though progress is being made, it is not moving at the same pace as the rapidly changing landscape of distance education. New models such as massive open online courses ("MOOCs") and competency-based education are gaining in popularity and acceptance by the higher education community. Many institutions are experimenting with types of blended learning (which couples face-to-face instruction with online instruction). Because of these changes and the future innovations that are likely to come, many in the accrediting community are moving beyond standards that are specific to distance education and focusing on applying more general standards to new innovations.

⁴³ 34 CFR § 602.16(c).

⁴⁴ 34 CFR §§ 602.19(e); 602.27(a)(5).

⁴⁵ 34 CFR § 602.17(g).

⁴⁶ Council of Regional Accrediting Commissions, *Interregional Guidelines for the Evaluation of Distance Education (Online Learning)* (2011), available at: <http://www.msche.org/publications/Guidelines-for-the-Evaluation-of-Distance-Education-Programs.pdf>.

⁴⁷ The *Guidelines* establish nine hallmarks of quality for distance education.

1. Online learning is appropriate to the institution's mission and purposes.
2. The institution's plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes
3. Online learning is incorporated into the institution's systems of governance and academic oversight.
4. Curricula for the institution's online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.
5. The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.
6. Faculty responsible for delivering the online learning curricula and evaluating the students' success in achieve the online learning goals are appropriately qualified and effectively supported.
7. The institution provides effective student and academic services to support students enrolling in online learning offerings.
8. The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.
9. The institution assures the integrity of its online learning offerings.

Principles: The reciprocity agreement will not create redundant requirements when well-established structures and requirements that ensure institutional quality already exist. Accreditation by a federally-recognized accreditation agency will provide sufficient evidence of institutional quality for purposes of interstate reciprocity, give students a clear indicator of quality when selecting an institution, and help to eliminate low-quality institutions from the institutional marketplace as states increase the rigor of the authorization process. Correspondingly, the accrediting agencies and institutions must provide the necessary transparency in process and rigor that preserves the confidence of the higher education community at large and of the broader public even in a rapidly changing postsecondary landscape.

Recommendations:

- A. Based on accreditors' compliance with federal regulations and specific review of distance education programs in light of recognized quality standards, states should view institutional accreditation (including accreditation for offering distance education programs) by a federally-recognized accreditor as a sufficient guarantee of academic quality in distance education programs offered in the state under the interstate reciprocity agreement.**
- B. To participate in the reciprocity agreement, states should require that institutions seeking authorization to participate in the interstate reciprocity agreement demonstrate institutional quality by attaining accreditation by an accreditation agency that is federally-recognized to accredit distance education programs. States should confirm an institution's accreditation status with the institution's accrediting agency.**
- C. Federally-recognized accreditors that accredit institutions participating in the reciprocity agreement should consider the unique facets of distance education as part of a comprehensive review of institutional quality and revisit and revise their standards as needed to reflect changes and innovations in distance education.**

3. Consumer Protection

Findings: As a recognition that consumer protection begins with consumers having access to accurate, complete, and timely information about the institutions they attend or plan to attend, federal Title IV programs require institutions to disclose information related to a number of areas related to consumer protection. Required disclosures relate to a wide range of topics, including institutional information and characteristics, student financial aid information, health and safety programs, student outcomes, athletic programs, and student loan information. Disclosures must be made in a variety of ways, depending on the nature of the information. For example, various financial aid communications must be made to individual borrower, while a net price calculator for tuition, fees, and expected costs of living should be available on the institution's website.

Some information also must be reported to the Integrated Postsecondary Education Data System (IPEDS) on an annual basis:⁴⁸ More than 7,500 institutions complete IPEDS surveys every year.⁴⁹ IPEDS houses all reported information in its IPEDS database (an online data analysis tool); a subset of IPEDS data also is available in its College Navigator database, the Department's search tool for prospective students and parents. Moreover,

⁴⁸ Title IV of the Higher Education Act of 1965, as amended, 20 USC 1094, § 487(a)(17); 34 CFR § 668.14(b)(19).

⁴⁹ IPEDS, About IPEDS, <http://nces.ed.gov/ipeds/about/> (last accessed Oct. 24, 2012).

federally recognized accrediting agencies are required to include consumer protection-related information in their accreditation standards.

There are three core areas related to consumer protection: recruitment and marketing information; tuition, fees, and other charges; and admissions information. Current disclosure and reporting requirements for institutions participating in Title IV and for federally recognized accrediting agencies encompass each of these areas:

- *Recruitment and Marketing Information.* Much information related to an institution's basic characteristics, enrollment, graduation and student persistence rates, and resources must be reported to IPEDS annually.⁵⁰ Effective starting in 2012-13, institutions also must report details specific to distance education, including the types of programs offered exclusively through distance education and enrollment rates in such programs.⁵¹ Additionally, federal requirements for recognized accrediting agencies require agencies to effectively address the quality of the institution or program in its recruiting and admissions practices, academic calendars, catalogs, publications, grading, and advertising⁵² as well as student achievement success indicators that may include course completion, State licensing examination, and job placement rates.⁵³
- *Tuition, Fees, and Other Charges.* To participate in Title IV programs, institutions must disclose to enrolled and prospective students information about the cost of attending the institution (including tuition and fees); as well as estimates of other related expenses (e.g., cost of books and transportation as well as special program fees).⁵⁴ Institutions also must disclose their policies related to refunds,⁵⁵ withdrawal from the institution,⁵⁶ and requirements for the return of title IV grant or loan assistance.⁵⁷ Much of this information also must be reported to IPEDS.
- *Admissions.* To participate in Title IV programs, institutions must make available to enrolled and prospective students "a prominent and direct link on any other Web page containing general, academic, or admissions information about the program, to the single Web page that contains all the required

⁵⁰ Specific reporting requirements include:

- Institutional characteristics: Basic contact information, room and board charges, institutional control or affiliation, type of calendar system, level of credentials offered, types of programs, and admissions requirements. Effective starting in 2012-13,
- Enrollment: Fall enrollment, residence of first-time students, age data, 12-month head counts, total entering class, and total credit hours delivered by the institution in a 12-month period. Effective starting in 2012-13, institutions also must report the number of students enrolled in any distance education and the number of students enrolled exclusively in distance education. Data will be broken out by student level (undergraduate, graduate) and student location (in same state as institution, in U.S. but not in same state, outside U.S.).
- Degrees and certificates conferred: Completion rates by type of program and type of credential awarded.
- Student persistence and success: First year retention rates and graduation rates.
- Institutional resources: institutional human resources (positions, salaries, and staff) and finances (revenues, expenditures by category, and assets and liabilities). *Id.*

⁵¹ IPEDS, Changes to 2012-13 Data Collection, <https://surveys.nces.ed.gov/ipeds/ViewContent.aspx?contentId=17> (last accessed Oct. 24, 2012).

⁵² 34 CFR § 602.16(a)(1)(vii).

⁵³ 34 CFR § 602.16(a)(1)(i).

⁵⁴ 34 CFR § 668.43(a)(1).

⁵⁵ 34 CFR § 668.43(a)(2).

⁵⁶ 34 CFR § 668.43(a)(3).

⁵⁷ 34 CFR § 668.43(a)(4).

information."⁵⁸ Moreover, as part of the requirements for accrediting agencies to be federally recognized, an agency's accreditation standards must effectively address the quality of the institution or program in its recruiting and admissions practices, academic calendars, catalogs, publications, grading, and advertising.⁵⁹

A grounding purpose for these federally mandated disclosures and reporting requirements is to help students and parents make informed decisions before enrolling at an institution and to continue to provide useful information after students enroll. The Department can limit or revoke an institution's eligibility to participate in Title IV programs if the institution engages in a "substantial misrepresentation," which is prohibited in all forms, including those made in any advertising, promotional materials, or in the marketing or sale of courses or programs of instruction offered by the institution.⁶⁰

When students or their parents want to file a complaint against an institution, however, they usually look to the states, which historically have fulfilled the role of protecting consumers from fraud and misrepresentation in postsecondary education. This is a role states are well-positioned to play as the initial authorizing body for institutions and the source of investigative and enforcement authority.

High among a state's traditional responsibilities for protecting consumers is investigating complaints from students residing in the state. When an institution enrolling a student is based primarily in another state than the student's residence, the state must either assert its authority over that institution or rely on other means for addressing the issue. Responsibility for resolving complaints that relate to distance education, however, often involves overlapping jurisdiction between different states. This is because jurisdiction over a possible claim is held by both the state in which the distance education program is delivered (the student's home state) and the state in which the institution delivering the distance education holds legal domicile (the institution's home state).

Accrediting agencies also receive and resolve institutional complaints related to agency standards and policies, but this information is not generally or always shared in an easily accessible format.

Though many avenues for filing consumer complaints exist, students and parents may be unaware of or confused by the avenues for filing a complaint, particularly when they take part in distance education programs.

Principles: All postsecondary students require protection against fraud and misrepresentation, but students in distance education programs may require even stronger protections because they complete their courses and programs outside the visibility of traditional oversight and monitoring structures. Because the interstate reciprocity agreement is likely to increase the number of students participating in distance education programs, participating states and institutions must take special care to protect these students.

⁵⁸ 34 CFR § 668.6(b)(2).

⁵⁹ 34 CFR § 602.16(a)(1)(vii).

⁶⁰ 34 CFR § 668.71(b). Examples of substantial misrepresentation include:

- When the institution itself, one of its representatives, or any ineligible institution, organization, or person with whom the eligible institution has an agreement to provide educational programs, marketing, advertising, recruiting or admissions services, makes a substantial misrepresentation regarding the eligible institution, including about the nature of its educational program, its financial charges, or the employability of its graduates. 34 CFR § 668.71(b).⁶⁰
- Misrepresentation related to the nature of an eligible institution's education program includes but is not limited to false, erroneous, or misleading information about whether successful completion of a course of instruction qualifies a student for acceptance to a labor union or similar organization or to receive a professional certificate or license for a profession for which the program purports to prepare students. 34 CFR § 668.72.

Both current and prospective students need access to accurate, complete, and current information about the institutions they attend or are considering attending. Because this information is already required to be disclosed to students or reported publicly by a large majority of institutions to fulfill Title IV and/or accreditation requirements, an additional reporting requirement will only be necessary for institutions that do not participate in Title IV programs but that seek to participate in the reciprocity agreement.

Interstate reciprocity provides a means for states to focus on the institutions with a physical presence within the state, and to rely on the authority and responsible regulation of the home state for out of state institutions offering instruction to its residents. Still, regardless of whether an institution is authorized directly by a state or through interstate reciprocity, it should be accountable for violations of consumer protections. States, therefore, must be vigilant in investigating and resolving consumer complaints.

Recommendations:

4.1. Reporting Requirements

- A. A state serving as an institution's home state for purposes of the interstate reciprocity agreement should confirm that the institution is in fact providing to current and prospective students (and, where applicable, to IPEDS) the information that is required for Title IV disclosures and reporting. This encompasses current required disclosures and reporting requirements as well as any future requirements that the Department may adopt.**
- B. If an institution does not participate in Title IV, its authorizing state should require the institution to post the same information required for Title IV participation on the institution's website as a condition for participating in the interstate reciprocity agreement.**

4.2. Complaint Mechanisms

- A. A state should agree to receive and resolve consumer protection complaints filed against institutions that the state authorized for purposes of interstate reciprocity. In so doing, the state may not limit the jurisdiction of other involved states (e.g., the student's home state), but agree to serve as the default forum for student complaints. States that are designated as the home state of an institution for purposes of interstate reciprocity should serve as this default forum for that institution. Other involved states and accrediting agencies should remain free to receive and resolve consumer complaints as well.**
- B. A state should confirm that the institutions that it authorized for purposes of the reciprocity agreement are in fact providing enrolled students with clear information about how to file a complaint and with what entities complaints may be filed. At a minimum, this information should be provided on the institution's website and through direct communication when the student enrolls in a distance education program authorized as part of the reciprocity agreement.**
- C. To respond effectively to complaints and ensure transparency, states should communicate and share complaint histories with other states and accrediting agencies involved in the reciprocity agreement. Additionally, in light of the reliance of states and institutions on accreditation as the primary means of quality assurance and in order to increase awareness of accreditation processes and decisions, all regional, national, and programmatic accreditors should be urged to provide a summary of adverse actions regarding distance education or the accreditation status of a program available through distance education or of the institution as a whole to relevant home-state agencies and the general public on a timely basis.**

5. Institutional Financial Responsibility

Findings: Title IV of the Higher Education Act requires institutions to demonstrate financial responsibility to participate in student financial aid programs. The U.S. Department of Education (the Department) assesses the financial responsibility of institutions in different ways, depending upon institutional type. For public institutions, the Department presumes that a public school is financially responsible if its debts and liabilities are backed by the full faith and credit of its state or another government entity.⁶¹ Although the Department also requires public schools to meet “past performance and affiliation standards” (standards that evaluate a school’s past performance and individuals affiliated with the school) and submit financial statements, and public institutions may lose Title IV eligibility for failures in those areas, the general departmental assessment of the financial viability of public institutions rests heavily on those institutions having the financial backing of their state.

The Department uses a different approach for for-profit and non-profit institutions. The Department requires them to submit annual audited financial statements and draws financial information from those statements to create three financial ratios.⁶² The Department then uses those ratios to create a financial responsibility composite score to provide an initial evaluation of an institution’s financial health with a score that ranges between -1.0 and 3.0. The Department has identified a score of 1.5 or greater as an indication that an institution is financially responsible, although institutions with lower scores also may continue to receive federal funding if they meet additional fiscal requirements. The Department also requires for-profit and non-profit schools to meet additional financial standards (refund reserves, returning funds in a timely manner, etc.), as well as “past performance and affiliation standards.” Public institutions may lose Title IV eligibility for failures in those areas as well. In 2009-2010 (the last period for which the Department has provided information on institutions’ composite scores, prompted by a Freedom of Information Act request from the *Chronicle of Higher Education*), 150 private, non-profit institutions of higher education and 30 for-profit colleges received scores of less than 1.5.⁶³

In November 2010, after the unexpected failure of more than 100 non-profit colleges on the Department’s financial ratios test, the National Association of Independent Colleges and Universities (NAICU) established its Financial Responsibility Task Force to review the Department’s process for determining institutions’ fiscal viability.⁶⁴ In November 2012, the Task Force released its final report, which called into question the Department’s financial review procedures and recommended that the Department’s financial responsibility system be revised to ensure more appropriate and accurate means of determining financial health.⁶⁵

⁶¹ U.S. Department of Education, 2012-2013 Federal Student Aid Handbook, vol. 2, ch. 4, 2-65 <http://ifap.ed.gov/fsahandbook/attachments/1213FSAHbkVol2Ch4.pdf> (posted July 20, 2012).

⁶² Title IV of the Higher Education Act of 1965, as amended, 20 USC 1094, § 498 (c) (requires for-profit and non-profit institutions to submit annually audited financial statements to the Department to demonstrate they are maintaining the standards of financial responsibility necessary to participate in the Title IV programs). To reach the score, the Department uses a composite of three ratios derived from an institution’s audited financial statements – a primary reserve ratio, an equity ratio, and a net income ratio. Federal Student Aid, Financial Responsibility Composite Scores, <http://studentaid.ed.gov/about/data-center/school/composite-scores> (last accessed Oct. 24, 2012).

⁶³ Kelly Field & Alex Richards, 180 Private Colleges Fail Education Dept’s Latest Financial-Responsibility Test, *The Chronicle of Higher Educ.* (Oct. 12, 2011), <http://chronicle.com/article/180-Private-Colleges-Fail/129356/>. A list of scores for all participating institutions is available at Federal Student Aid, Financial Responsibility Composite Scores, <http://studentaid.ed.gov/about/data-center/school/composite-scores> (last accessed Oct. 24, 2012).

⁶⁴ Report of the NAICU Financial Responsibility Task Force 5 (Nov. 2012), http://www.naicu.edu/docLib/20121119_NAICUFinan.Resp.FinalReport.pdf.

⁶⁵ *Id.* at 6-7.

Financial information also is collected through the accreditation process and can provide a more complete view of an institution's financial health. Most of this information, however, is not available to states or the public, although some information (e.g., public accounting statements for for-profit institutions) is made available to the public for compliance with financial regulations.

Principles: The reciprocity agreement avoids creating new requirements when sufficient structures already exist, but it also encourages transparency among members of the triad. Because Title IV reporting requirements and the accreditation process adequately examine institutional fiscal viability, the interstate reciprocity agreement should not impose any new or duplicative requirements other than encouraging transparency. Participating states can rely on the financial responsibility system used by the Department to determine if an institution qualifies for Title IV program participation as an indicator of a participating institution's fiscal stability, a detail that is verifiable with accrediting agencies. The recommendations do not limit the right of the home state to require more demanding financial responsibility requirements for its home state institutions for non-reciprocity purposes.

Recommendations:

- A. Public institutions, consistent with U.S. Department of Education policies, should be presumed to be financially responsible by virtue of their status as state institutions enjoying the financial backing of their state, subject to certain filing requirements of the Department to meet "past performance and affiliation standards."**
- B. A private non-profit or for-profit institution should be determined to demonstrate sufficient financial strength for initial inclusion and continued participation in the interstate reciprocity agreement in either of the following two situations:**
 - 1. The institution is eligible for federal Title IV student financial aid programs plus the U.S. Department of Education, for the institution's most recent fiscal year for which data is available, has not determined it to have a financial responsibility composite score below 1.5. (Only institutions with composite scores of 1.4 or lower are currently notified of their scores.)**
 - 2. The institution is otherwise eligible for federal Title IV student aid programs, has a financial responsibility composite score of 1.0-1.5, and the state has determined, upon examination of additional supporting material, either that the institution has sufficient financial strength for inclusion or that the reason for the score being between 1.0 and 1.5 is the result of accounting error or the misapplication of generally accepted accounting standards in the calculation of that score.**
- C. The state should use the method described in section B(2) for two consecutive years to determine financial responsibility, assuming that the institution remains eligible for Title IV student aid programs.**
- D. A private non-profit or for-profit institution should no longer be eligible if in the third year its composite score remains below 1.5, even if the institution remains eligible for Title IV programs.**
- E. A private non-profit or for-profit institution that has lost its approval to participate in its state's reciprocity agreement under recommendation 5D, but remains eligible to participate in federal Title IV student aid programs, should meet the financial responsibility requirements of the reciprocity agreement if and when the U.S. Department of Education determines the institution no longer has a financial responsibility composite score below 1.5.**
- F. The Department of Education should review and consult outside expertise on the accounting approaches it uses to determine institutions' composite scores for financial responsibility purposes.**

IV. Prerequisites for State Implementation

The Commission on the Regulation of Postsecondary Distance Education offers these recommendations as a first step towards establishing a new system of interstate reciprocity for distance education. While the recommendations build on existing roles and structures, the Commission recognizes that successful implementation of this new system may require significant changes in policy and processes, particularly at the state level. The need for policy change should not deter state participation in the agreement. These early investments likely will ultimately lead to a less burdensome, more cost-effective delivery system for distance education that will benefit states and students.

The "Core Conditions for State Participation" listed below are intended to give an overview of the elements of state law and policy that will be required for state participation in the reciprocity agreement. In order to join the reciprocity agreement, states will be expected to show evidence that state law and policy has been enacted or amended to meet the standards in state authorization agreement. All participating states will have to meet the same standards but will have flexibility in the process used to do so (for example, to assure consumer protection one state may choose to investigate student complaints through the state higher education agency while another state utilizes its consumer protection agency). Indeed, because each state's legal and policy context is unique, each state participating in the interstate reciprocity agreement likely will need to enact a unique set of changes to ensure that it meets the requirements of the interstate reciprocity agreement.

Core Conditions for State Participation

To participate in the agreement, a state must demonstrate that:

1. State law includes a reasonable definition of physical presence for purposes of interstate reciprocity that clearly explains which activities do and do not trigger state authorization.

The state definition of physical presence should not materially deviate from the definition offered in Recommendation 1.2. Additionally, the state should ensure that it does not classify any of the non-triggering activities identified in Recommendation 1.2 (such as recruiting, clinical programs, etc.) as triggers for physical presence requirements for institutions participating in the interstate reciprocity agreement. Depending on their current definitions of physical presence, different states will likely face different consequences when making this change. States that currently require state authorization regardless of physical location or based on certain triggers will likely see a decrease in the amount of oversight activity required. In contrast, states that currently do not require authorization or provide an exemption for distance education programs will likely see an increase in the amount of oversight activity required.

2. State law allows participation in the reciprocity agreement.

States must take appropriate steps to ensure that state law or regulation explicitly allows the state higher education agency (or other responsible agency) to undertake the requirements of the reciprocity agreement. Additionally, states that do not currently belong to a regional compact and wish to participate in the regional compact will need to take steps to join a compact for the limited purpose of participating in the agreement.

3. The state is prepared to receive applications for participation in the reciprocity agreement and authorize institutions on an annual basis.

States must establish a process to admit institutions into the reciprocity agreement that will require a review of the institution's accreditation status, consumer protection disclosures, and financial viability. This review must be conducted on an annual basis. The state should also be prepared to provide an appeals process for institutions that are not approved for participation in the agreement.⁶⁶

4. A state agency (or multiple agencies) has been designated to receive, investigate, and resolve student complaints regarding institutions authorized under the agreement.

Under the reciprocity agreement, a state must agree to serve as the default forum for any complaint filed against an institution authorized by the state. Therefore, a state agency (or multiple agencies) must be empowered to investigate and resolve complaints that may originate outside of the state.

5. The state has eliminated fees, requirements for a refund policy unique to that state, requirements for a set curriculum for general education requirements, a mandatory number of hours for a degree or certificate, and/or other such requirements for out-of-state institutions that do not have physical presence in their borders and are participating in the interstate reciprocity agreement.

The purpose of the reciprocity agreement is to provide uniform standards for distance education across states. The agreement eliminates the need for states to assess the quality of out-of-state institutions through the traditional authorization process. Therefore, states cannot demand that institutions participating in the agreement meet additional requirements before serving students in the state.

States cannot impose fees and/or other requirements on participating out-of-state institutions that were properly authorized by another state to provide distance education under the reciprocity agreement. However, institutions with physical presence in states beyond their home state may be subject to fees and/or other program requirements by the states in which they have physical presence, as those states determine as to their in-state activities.

⁶⁶ The Commission recognizes that states may choose to impose reasonable fees on institutions participating in the agreement to cover additional costs associated with these duties.

Members of the Commission

The Commission was convened by Paul Lingenfelter of the State Higher Education Executive Officers (SHEEO) and Peter McPherson of the American Association of Public and Land-Grant Universities (A*P*L*U) and chaired by former U.S. Secretary of Education Richard Riley. Commissioners were selected in order to represent a diverse group of leaders from the full spectrum of stakeholders in postsecondary distance education policy. Each of the following individuals expresses his or her support for this Report and its findings, principles, and recommendations:

Meg Benke, Acting President, State University of New York Empire State College

Hon. James Geringer, Chair, Western Governors University Board of Trustees; Director of Policy and Public Sector Strategies, ESRI; former Governor of Wyoming

Hon. Joseph Garcia, Lieutenant Governor of Colorado

Rufus Glasper, Chancellor, the Maricopa County Community Colleges

Terry Hartle,⁶⁷ Senior Vice President, Division of Government and Public Affairs, American Council on Education

Marshall A. Hill, Executive Director, Nebraska Coordinating Commission for Postsecondary Education

Arthur Kirk,⁶⁸ President, Saint Leo University

Paul Lingenfelter, President, State Higher Education Executive Officers Association

Sylvia Manning, President, Higher Learning Commission of the North Central Association

M. Peter McPherson, President, Association of Public and Land-grant Universities

Bobby Moser, Chair, American Distance Education Consortium Board of Directors; former Dean, the College of Food, Agricultural and Environmental Sciences, The Ohio State University

Hon. Tad Perry, former Representative, South Dakota House of Representatives; former Chief Executive Officer, South Dakota Board of Regents

George Peterson, Executive Director emeritus, Accreditation Board for Engineering and Technology, ABET

Michael Plater, President, Strayer University

Pamela Quinn, Provost, LeCroy Center, Dallas Community College District

James Petro, former Chancellor, Ohio Board of Regents

⁶⁷ Commissioner Hartle agrees with Commissioner Kirk's partial dissent, identified in footnote 68 below.

⁶⁸ "While I support the Commission's efforts to arrive at a workable interstate reciprocity agreement related to state authority over distance education programs and find merit in the vast majority of the report, I must register my strong dissent to the final recommendations dealing with Institutional Financial Responsibility. The proposal does not offer even-handed treatment of all institutions—due to its dependence on a portion of the financial responsibility standards for private, non-profit institutions that memorializes in these agreements a partial and deeply flawed metric that needs to be either revised or abandoned and does not apply to public institutions of higher education."

Hon. Richard Riley, Senior Partner, EducationCounsel LLC; former U.S. Secretary of Education; former Governor of South Carolina

George Ross, President, Central Michigan University

Paul Shiffman, Assistant Vice President for Strategic and Governmental Relations and Executive Director of the Presidents' Forum, Excelsior College

Ronald Taylor, Co-Founder and retired Chief Executive Officer, DeVry Inc.

Belle Wheelan, President, Southern Association of Colleges and Schools Commission on Colleges

The Commission expresses its gratitude to the staff of EducationCounsel, LLC, who prepared drafts of the Recommendations, conducted relevant legal and policy analysis, and facilitated meetings of the Commission: Arthur Coleman, Sarah Rittling, Saba Bireda, and Teresa Taylor. The Commission is also grateful for the dedicated support and guidance provided by staff of A*P*L*U and SHEEO, who were integrally involved in the work of the Commission and the development of its recommendations.

Appendix A

Recommended Action Steps to Be Considered by the Regional Compacts, States, Institutions of Higher Education, and National Coordinating Board

The following recommended action steps provide an overview of many of the key steps that may be necessary to implement and maintain the interstate reciprocity agreement pursuant to recommendations contained in this Report. Separate action steps, followed by potentially relevant key questions, are provided for each of the actors identified in the Report as key players in the implementation of Report recommendations—regional compacts, states, institutions of higher education, and the (new) national coordinating board. (The Commission's recommendations for accrediting agencies involve no concrete action steps.) These action steps are not intended to reflect a comprehensive guide to implementation of the Report's recommendations. In fact, not all questions suggested will be relevant for all parties in all jurisdictions, and some parties will need to address questions that are not included here, depending on their particular context. This document should be viewed as a working draft.

	Action Step	Potential Key Questions	Relevant Recommendation(s)
Regional Compacts	<i>Preliminary Steps</i>		
	<i>Develop standards and processes for state participation</i>	<ul style="list-style-type: none"> ▪ Do standards for state participation align with those set by the Commission's recommendations? ▪ How will the compact assess the state's physical presence definition for compliance with the agreement? The state's standards for institutional quality, consumer protection, and institutional financial responsibility? ▪ How will the compacts determine whether a state has the authority and capacity to adhere to the requirements of the agreement? 	2.1A
	<i>Develop a process to admit states into the agreement as well as rejection and appeal processes</i>	<ul style="list-style-type: none"> ▪ What process will be used for admitting states to the agreement? Are the procedures used by all compacts the same or substantially similar? ▪ How will the compact review state applications for admission to the agreement? ▪ Is the compact planning to admit non-member states for the limited purpose of participation in the interstate reciprocity agreement? If so, have standards for non-member state participation been established? ▪ How will the appeals process for a rejected state be structured? Who will hear the appeal? ▪ How soon will rejected states be permitted to re-apply after an initial application is made? 	2.1A

Action Step	Potential Key Questions	Relevant Recommendation(s)
Implementation		
<i>Notify states of the requirements and process to join the reciprocity agreement</i>	<ul style="list-style-type: none"> ▪ How will states be notified when the compact is ready to receive applications? ▪ How will standards for admission to the agreement be communicated to member states and any interested non-member states? 	2.1B
<i>Admit states to the reciprocity agreement</i>	<ul style="list-style-type: none"> ▪ Do an applicant state's law, regulations, and policies align with the requirements in the reciprocity agreement, particularly with regard to the state's physical presence definition and standards for institutional quality, consumer protection, and institutional financial responsibility? ▪ What state agency or agencies will authorize institutions for participation in the agreement? For cases where the state has multiple agencies involved, have responsibilities been clearly delineated? Does the agency or agencies have the capacity to manage the state's responsibilities under the agreement? 	2.1B
Agreement Maintenance		
<i>Maintain a list of participating states and institutions</i>	<ul style="list-style-type: none"> ▪ How does the compact collect information from participating states and institutions? ▪ How does the compact share this information to the other regionals, the national coordinating board, and the field at large? ▪ How often will states be required to update their list of authorized institutions? ▪ 	2.1C
<i>Facilitate the agreement's continued growth and expansion</i>	<ul style="list-style-type: none"> ▪ How will the successes and benefits to current participating states be communicated to non-participating states? ▪ What barriers exist to participation by states? Are these barriers state-specific or are they shared by several non-participating states? ▪ How can those barriers be overcome? 	2.1 C
<i>Monitor participating states' compliance</i>	<ul style="list-style-type: none"> ▪ How often will participating states need to be reauthorized for participation? ▪ How does the compact monitor student complaints about participation institutions? ▪ Are procedures for admitting and expelling states clearly defined and properly followed? 	2.1C
<i>Communicate with the other regional compacts regarding compliance, standards, and responsibilities of the reciprocity agreement</i>	<ul style="list-style-type: none"> ▪ Does the head of the compact (or his/her designee) participate in regular meetings with other members of the national coordinating board? 	2.1C

	Action Step	Potential Key Questions	Relevant Recommendation(s)
States	Preliminary Steps		
	<i>Review the requirements of the reciprocity agreement and determine what changes in state law or regulations are needed for full alignment</i>	<ul style="list-style-type: none"> ▪ Does state law (statutes and/or regulations) allow for participation in the reciprocity agreement? (e.g., does state law allow institutions authorized by another state to provide distance education?) ▪ Under current law, when must an institution seek state authorization? (e.g., when the institutions occupies a physical space in the state, when the institution recruits or advertises in the state, etc.) 	1.2, 2.2
	<i>Take appropriate steps to amend state law or regulations to allow the state to participate in the reciprocity agreement</i>	<ul style="list-style-type: none"> ▪ Will the necessary changes require a change in statute or regulations? ▪ Has outreach been made to relevant policymakers? ▪ What resources will be helpful to policymakers in understanding the changes that are necessary to participate in the reciprocity agreement? How will these resources be developed and shared? 	2.2A
	<i>Determine the appropriate state agency or entity to serve as the lead authorizing agent and assess its capacity for carrying out the provisions of the agreement</i>	<ul style="list-style-type: none"> ▪ Does state law require a certain agency or agencies to perform the tasks required under the reciprocity agreement? ▪ If the state has multiple agencies managing higher education, how will work be divided between them? How do the agencies collaborate in other ways? Does assigning one agency to oversee the interstate reciprocity agreement make sense for simplicity and efficiency or should the work be divided between them and carried out by each separately? Would a new joint task force be useful? ▪ Which state agency or agencies currently authorize institutions to operate in the state? Is this agency (or agencies) responsible for assessing institutional quality, adherence to consumer protection requirements, and institutional financial responsibility? Is staff in the agency (or agencies) familiar with accrediting agencies and accreditation processes? ▪ Does the agency (or agencies) have the capacity to verify the information related to consumer protection, institutional quality, and financial responsibility that institutions are required to demonstrate for participation in the agreement? If not, what additional resources are necessary to build capacity? ▪ How does the agency (or agencies) currently receive, investigate, and resolve student complaints, including those that originate out of state? Are additional resources necessary to build capacity? ▪ Does the agency (or agencies) have policies and procedures in place to respond to "catastrophic events" such as the closure of an institution? 	2.2A

Action Step	Potential Key Questions	Relevant Recommendation(s)
	<ul style="list-style-type: none"> ▪ Does the agency (or agencies) have policies and procedures in place to revoke authorization? ▪ How will the agency (or agencies) alert the regional compact and other states when it has taken adverse action against an institution? 	
Implementation		
<i>Notify institutions that are likely to designate the state as their "home state" about the reciprocity agreement and explain its terms</i>	<ul style="list-style-type: none"> ▪ Has the lead agency identified institutions likely to designate the state as "home state?" ▪ Is the lead agency prepared to communicate the terms of the agreement to institutions? ▪ Is the lead agency prepared to provide technical assistance to those institutions that require it? ▪ Has the lead agency communicated the process for applying for authorization to institutions? 	2.2A
<i>Once accepted into the reciprocity agreement, begin authorizing institutions for participation in the agreement</i>	<ul style="list-style-type: none"> ▪ Has the lead agency verified that the institution meets all of the requirements for participation in the reciprocity agreement? ▪ Has the lead agency verified that the institution has had no significant adverse action (related to the agreement) levied against it by a state or accrediting agency in the last year? ▪ Has the lead agency informed the institution of all of its obligations under the reciprocity agreement? 	2.2B
Agreement Maintenance		
<i>Provide notification to regional compact of important developments</i>	<ul style="list-style-type: none"> ▪ Has the state provided timely notification to the regional compact of the institutions it has admitted and any institutions it has reauthorized? ▪ Has the state provided timely notification to the regional compact of any adverse action taken against institutions related to the agreement? 	2.2C
<i>Conduct annual review of participating institutions to ensure full alignment with the reciprocity agreement</i>	<ul style="list-style-type: none"> ▪ Has the institution maintained its accreditation status? ▪ Have any adverse actions been taken against the institution by its accrediting agency or any other state? ▪ Has the institution completed its annual disclosures in accordance with Title IV as well as its annual reporting to IPEDS? If the institution is not participating in Title IV, has current information been posted on the institution's website? ▪ Has the institution met annual financial responsibility requirements? ▪ Has the institution met all additional state requirements for home state institutions? 	2.2C

	Action Step	Potential Key Questions	Relevant Recommendation(s)
Institutions of Higher Education	Preliminary Steps		
	<i>Determine the institution's home state</i>	<ul style="list-style-type: none"> Do the institution's activities in any given state meet the definition of physical presence? If the institution has physical presence in more than one state, where does the institution hold legal domicile? 	1.2
	<i>Determine whether the institution meets the requirements to participate in the reciprocity agreement</i>	<ul style="list-style-type: none"> Has the institution reviewed the requirements and procedures of its home state? Has the institution been accredited by a federally-recognized accrediting agency? Does its agency's federal recognition include recognition for the approval of distance education programs? Has the institution made all disclosures and met all reporting requirements related to consumer protection for purposes of Title IV? Has the institution been deemed financially responsible by the U.S. Department of Education? If not, does the state have processes in place to determine whether the institution may participate in the interstate reciprocity agreement? Will any other financial information be required so that the state can make this judgment? Does the institution meet any additional requirements imposed by the home state? 	3, 4.1, 4.2, 5
	Implementation		
	<i>Apply to the home state for authorization to participate</i>	<ul style="list-style-type: none"> Has the institution sent its application to the appropriate state agency? Has the institution submitted all relevant information, particularly with regard to its accreditation status, compliance with Title IV reporting and disclosure requirements, and financial responsibility determination from the U.S. Department of Education? 	2.3A
	<i>Once approved, meet participation requirements</i>	<ul style="list-style-type: none"> Has the institution signed the reciprocity agreement? Has the institution paid all required fees? Is the institution's participation in the agreement clearly communicated to current and prospective students? If a symbol or standard language about the agreement has been developed for all participating institutions to use to notify students, does the institution use it? 	2.3B
	Agreement Maintenance		
	<i>Comply with the standards and requirements of the agreement</i>	<ul style="list-style-type: none"> Does the institution have processes in place to allow for annual reauthorization for participation? 	2.3C
	<i>Engage with the regional compact(s) and/or national coordinating board</i>	<ul style="list-style-type: none"> What benefits has the institution received from participation in the agreement? Are the regional compacts and national coordinating board aware of these benefits? 	2.5C

	Action Step	Potential Key Questions	Relevant Recommendation(s)
National Coordinating Board	<i>Preliminary Steps</i>		
	<i>Establish initial board</i>	<ul style="list-style-type: none"> ▪ Do members represent all four regional compacts, all institutional sectors (including large- and small-scale distance education providers), regional and national accreditation agencies, and state officials including both state attorneys general and state higher education executive officers? ▪ Have members been selected based on their knowledge of the field, ability to work across multiple perspectives, and commitment to the collaborative work and success of the national coordinating board? ▪ Have the presidents of regional compacts (or their designees) been included as voting members? ▪ Is there an odd number of board members? ▪ Has an executive director been hired? ▪ Where is the board housed? ▪ How will the board be financed? 	2.5A
	<i>Develop the Board's bylaws</i>	<ul style="list-style-type: none"> ▪ How are term limits defined? ▪ Have terms been staggered? ▪ How are board members nominated, confirmed, and removed? ▪ How do the bylaws ensure the representation of all four regional compacts, all sectors of the higher education community, state regulators, national higher education-focused organizations, accrediting agencies, and any other relevant groups? ▪ What board officers have been defined? ▪ Do the bylaws prevent the presidents of the regional compacts from assuming the presidency or chairmanship of the board? ▪ Is the board required to meet at least biannually? Is there a procedure for calling emergency meetings? ▪ What voting structure has been adopted? What percentage of board members' votes is required for different types of action? ▪ Has an amendment process to the bylaws been established? ▪ How will board meetings be memorialized? ▪ Has a process been identified for appeals that can be heard by the board? 	2.5A

Action Step	Potential Key Questions	Relevant Recommendation(s)
Implementation		
<i>Advocate for the expansion of the agreement</i>	<ul style="list-style-type: none"> ▪ What strategies is the board using to promote the agreement among states, institutions, and other stakeholder groups? ▪ How does the board identify, memorialize, and publicize the success of the agreement? ▪ How does the board address objections or concerns from members of the higher education community? 	2.5B
<i>Adhere to three core principles of operation</i>	<ul style="list-style-type: none"> ▪ Has the board only taken a limited role within the overall governance of the agreement? ▪ Has the board accepted responsibility for communication of information to the field? ▪ Does the board represent all stakeholders and is it accessible by all stakeholders? 	2.5B
Agreement Maintenance		
<i>Maintain inter-regional alignment</i>	<ul style="list-style-type: none"> ▪ How will disputes between compacts be managed and resolved? ▪ How will disputes between institutions and compacts be managed and resolved? 	2.5C
<i>Convene regularly</i>	<ul style="list-style-type: none"> ▪ Does the board meet at least twice per year? ▪ How are agendas for meetings developed? ▪ Do the agendas for board meetings reflect all responsibilities of the board and related business of the agreement? ▪ How does the board remain in compliance with its bylaws? 	2.5C
<i>Manage information and national discourse on the agreement</i>	<ul style="list-style-type: none"> ▪ Is an annual report on the state of the agreement delivered publicly? Are all participating regional compacts, states, and institutions of higher education notified of its release? ▪ Is the board accessible to participating states, participating institutions, and the higher education community at large? ▪ How does the board collect and share information about participating institutions and states? ▪ How can the board maintain a relationship with the U.S. Department of Education? 	2.5C

AGENDA ITEM SUMMARY

AGENDA ITEM

Recertification of Institutional Eligibility to Participate in State Student Financial Assistance Programs
Coordinating Board for Higher Education
June 10, 2013

DESCRIPTION

In order to maintain their eligibility to participate in state student assistance programs, all eligible postsecondary institutions must be recertified by the Coordinating Board for Higher Education every three years. The intent of this item is to provide information about that process and to seek board action to recertify eligible institutions to participate in these programs through September of 2016.

Background

The requirement and process for institutional recertification is provided in both statutory definitions and the board's administrative rule on institutional participation. Because most of the state aid programs refer to the institutional eligibility criteria for the Access Missouri program, this process has an impact on all state student financial assistance programs administered by the CBHE except for the A+ scholarship program. All institutions currently participating in those programs were last recertified in June 2010. Institutions must be recertified by September 2013 in order for their students to continue to receive state financial assistance.

Missouri Department of Higher Education staff distributed application materials required for recertification to all currently approved institutions in December 2012. The process of recertification requires that participating institutions complete and return the application for recertification. The process also provides institutions the opportunity to reaffirm their current state student assistance portfolio, add programs to it, or remove programs from it.

In addition to examining the submitted documents, MDHE staff also review each institution's compliance with the data collection requirements of the CBHE. Once recertification has been granted by the Coordinating Board, institutions are notified by the commissioner regarding that action.

Current Status

All currently participating institutions, with the exception of Hannibal Career and Technical Center and Pemiscot County Vocational School of Practical Nursing, are scheduled for recertification. Subsection (1)(A) of 6 CSR 10-2-140 defines an approved institution as one "...that has been approved to participate in the federal student financial assistance programs created in Title IV of the Higher Education Act of 1965, as amended." The applications for Hannibal Career and Technical Center and Pemiscot County Vocational School of Practical Nursing indicated they are no longer approved to participate in federal Title IV student aid programs. As a result, the MDHE is not recommending those institutions for recertification.

Recertified institutions will be eligible to participate in the following programs in accordance with their signed participation agreements:

- Access Missouri Financial Assistance Program
- Competitiveness Scholarship Program (Marguerite Ross Barnett Scholarship)
- Higher Education Academic Scholarship (Bright Flight) Program
- Kids' Chance Scholarship Program
- Minority Teaching Scholarship Program
- Minority and Underrepresented Environmental Literacy Program
- Public Safety Officer or Employee's Child Survivor Grant Program
- Vietnam Veteran's Survivor Grant Program
- Wartime Veteran's Survivors Grant Program

The A+ program is not included in the above list because eligibility as an approved institution for A+ is established by the authorizing statute. Consequently, approval by the Coordinating Board is not required. In addition, the Advanced Placement Incentive Grant is not included as that program requires a student to be an Access Missouri Financial Assistance Program or A+ scholarship recipient. Therefore, a student may only receive the Advanced Placement Incentive Grant at an institution already approved by the board or statute, respectively.

Conclusion

Based on the department's review of the applications submitted, the list in Attachment A includes all of the institutions that are being recommended for recertification. An "X" indicates the programs for which there is currently a signed participation agreement on file. An "R" indicates the programs for which institutions are requesting participation agreements. Finally, a "T" indicates the programs for which institutions are requesting termination of the participation agreement currently on file. The department will mail requested participation agreements to institutions upon, and in accordance with, the Coordinating Board's action. As a note, this recertification process is the first opportunity institutions have had to request participation agreements for the Wartime Veteran's Survivors Grant Program, which is limited to students attending public institutions.

Six of the institutions included in the attached list are marked with an asterisk indicating schools that have provisional certification to participate in the federal Title IV student aid programs. While provisional certification permits full participation in federal programs, such institutions are subject to loss of participation more quickly than if they were fully certified. As such, the approval of these institutions to participate in state programs will be monitored more closely and is considered contingent upon their continued approval to participate in federal programs.

STATUTORY REFERENCE

Section 173.1102 – Access Missouri Financial Assistance Program
6 CSR 10-2.140 – Institutional Eligibility for Student Participation

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education approve the institutions listed in the attachment for recertification to participate in the state student financial assistance programs administered by the Missouri Department of Higher Education until September 2016.

ATTACHMENTS

Attachment A: List of Institutions Recommended for Recertification

Institutions Recommended for Recertification

INSTITUTION NAME	PROGRAMS								
	Access Missouri	Bright Flight	Kids Chance	Marguerite Ross Barnett	Minority Teaching	Minority & Underrepresented Environmental Literacy	Public Safety Officer or Employee's Child Survivor	Vietnam Veteran's Survivor	Wartime Veteran's Survivor
Avila University	X	X	X	X	X	X	X	X	
Goldfarb School of Nursing at Barnes-Jewish College	X	X	X	X			X	X	
Boonslick Technical Education Center	X	R	X	R			X	X	R
Cape Girardeau Career & Technology Center	X	X	X	X	R	R	X	X	R
Cass Career Center	X	X	R				R	R	R
Central Methodist University	X	X	X	X	X	X	X	X	
Clinton Technical School	X								R
College of the Ozarks	X	X	X	X	X	X	X	X	
Columbia Area Career Center	X	X	X	X		X	X	X	R
Columbia College	X	X	X	X	X	X	X	X	
Cottey College	X	X	X	X	X	X	X	X	
Crowder College	X	X	X	X	X	X	X	X	R
Culver-Stockton College	X	X	X	X	X	X	X	X	
Drury University	X	X	X	X	X	X	X	X	
East Central College	X	X	X	X	X	X	X	X	R
Eldon Career Center	X	X	X	X	X	X	X	X	R
Fontbonne University	X	X	X	X	X	X	X	X	
Four Rivers Career Center	X	X	X	X			X	X	R
Franklin Technology Center*	X	X	X	X	T	T	T	X	R
Grand River Technical School	X	X	X	X	T	X	X	X	R
Hannibal-LaGrange University	X	X	X	X	X	X	X	X	
Harris-Stowe State University	X	X	X	X	X	X	X	X	R

Institutions Recommended for Recertification

INSTITUTION NAME	PROGRAMS								
	Access Missouri	Bright Flight	Kids Chance	Marguerite Ross Barnett	Minority Teaching	Minority & Underrepresented Environmental Literacy	Public Safety Officer or Employee's Child Survivor	Vietnam Veteran's Survivor	Wartime Veteran's Survivor
Hillyard Technical Center	X	X	X	X	T	T	X	X	R
Jefferson College	X	X	X	X	X	T	X	X	R
Kansas City Art Institute	X	X	X	X	X	X	X	X	
Kirksville Area Technical Center	X	X	X	X			X	X	R
Lebanon Technology and Career Center*	X		X				X	X	
Lester E. Cox Medical Center/ Cox College	X	X	X	X	X	X	X	X	
Lex La-Ray Technical Center	X	X	X	X	T	T	X	X	R
Lincoln University	X	X	X	X	X	X	X	X	R
Lindenwood University	X	X	X	X	X	X	X	X	
Linn State Technical College	X	X	X	X		X	X	X	R
Logan College of Chiropractic	X	X	X	X	X	X	X	X	
Maryville University of Saint Louis	X	X	X	X	X	X	X	X	
Metropolitan Community College	X	X	X	X	X	X	X	X	R
Mineral Area College	X	X	X	X			X	X	R
Missouri Baptist University	X	X	X	X	X	X	X	X	
Missouri Southern State University	X	X	X	X	X	X	X	X	R
Missouri State University	X	X	X	X	X	X	X	X	R
Missouri State University-West Plains	X	X	X	X	X	X	X	X	R
Missouri University of Science and Technology	X	X	X	X	X	X	X	X	R
Missouri Valley College	X	X	X	X	X	X	X	X	
Missouri Western State University	X	X	X	X	X	X	X	X	R
Moberly Area Community College	X	X	X	X	X	X	X	X	R

Institutions Recommended for Recertification

INSTITUTION NAME	PROGRAMS								
	Access Missouri	Bright Flight	Kids Chance	Marguerite Ross Barnett	Minority Teaching	Minority & Underrepresented Environmental Literacy	Public Safety Officer or Employee's Child Survivor	Vietnam Veteran's Survivor	Wartime Veteran's Survivor
Nichols Career Center	X	X	X	X			X	X	R
North Central Missouri College	X	X	R	X	R	R	R	R	R
Northland Career Center	X						R	R	R
Northwest Missouri State University	X	X	X	X	X	X	X	X	R
Northwest Technical School	X	R	X	R	R	R	X	X	R
Ozarks Technical Community College	X	X	X	X	X	X	X	X	R
Park University	X	X	X	X	X	X	X	X	
Pike-Lincoln Technical Center	X	X	X	X	X	X	X	X	R
Poplar Bluff Technical Career Center*	X	X	X	X	X	X	X	X	R
Ranken Technical College	X	X	X	X			X	X	
Research College of Nursing	X	X	X	R		X	X	X	
Rockhurst University	X	X	X	X	X	X	X	X	
Rolla Technical Institute/Center	X		X				X	X	R
Saint Louis University*	X	X	X	X	X	X	X	X	
Saint Luke's College of Health Sciences*	X		X	X			X	X	
Saline County Career Center*	X	X	X	X		T	X	X	R
Sikeston Career and Technology Center	X	T	T				T	T	
South Central Career Center	X								
Southeast Missouri Hospital College of Nursing and Health Sciences	X	X	X	X			X	X	
Southeast Missouri State University	X	X	X	X	X	X	X	X	R
Southwest Baptist University	X	X	X	X	X	X	X	X	
St. Charles Community College	X	X	X	X	X	X	X	X	R

Institutions Recommended for Recertification

INSTITUTION NAME	PROGRAMS								
	Access Missouri	Bright Flight	Kids Chance	Marguerite Ross Barnett	Minority Teaching	Minority & Underrepresented Environmental Literacy	Public Safety Officer or Employee's Child Survivor	Vietnam Veteran's Survivor	Wartime Veteran's Survivor
St. Louis College of Pharmacy	X	X	X	X			X	X	
St. Louis Community College	X	X	X	X	X	X	X	X	R
State Fair Community College	X	X	X	X	X	X	X	X	R
Stephens College	X	X	X	X	X	X	X	X	
Texas County Technical College	X	T	X	X	T	X	X	X	
Three Rivers Community College	X	X	X	X	X	X	X	X	
Truman State University	X	X	X	X	X	X	X	X	R
University of Central Missouri	X	X	X	X	X	X	X	X	R
University of Missouri-Columbia	X	X	X	X	X	X	X	X	R
University of Missouri-Kansas City	X	X	X	X	R	X	X	X	R
University of Missouri-St. Louis	X	X	X	X	X	X	X	X	R
Warrensburg Area Career Center	X						R		R
Washington University in St. Louis	X	X	X	X	X	X	X	X	
Waynesville Career Center	X	X	X	X		X	X	X	R
Webster University	X	X	X	X	X	X	X	X	
Wentworth Military Academy and College	X	X	X	X		X	X	X	
Westminster College	X	X	X	X	X	X	X	X	
William Jewell College	X	X	X	X	X	X	X	X	
William Woods University	X	X	X	X	X	X	X	X	

AGENDA ITEM SUMMARY

AGENDA ITEM

Definition of Located in Missouri for Participation in State Student Financial Assistance Programs

Coordinating Board for Higher Education

June 10, 2013

DESCRIPTION

With Executive Order 13-04 (included as Attachment A), Governor Nixon committed the state of Missouri to the establishment of Western Governors University-Missouri “as a non-profit institution of higher education located in Missouri.” In addition, the Executive Order directed the MDHE “to take all necessary steps now and in the future to ensure that WGU-Missouri students will be eligible to apply for and receive financial aid on the same basis as students at Missouri's public universities.” The intent of this item is to provide an update on this process and to seek action regarding changes necessary to accomplish the Governor’s directive.

Current Status

As a private, non-profit institution based outside the state of Missouri, Western Governors University-Missouri must seek approval to operate from the MDHE through the proprietary school certification program. The institution has submitted the required application, the preliminary review of the application has been completed and the institution has been provided a summary of the department findings. Once a certificate of approval is issued, the institution will be legally authorized to establish a physical location and begin the establishment of other institutional components, including the employment of administrative staff, in the state. It also sets the stage for certification of the institution as an “approved private institution.”

Located in Missouri

Section 173.1102 of the Missouri statutes establishes the general parameters for an institution to be certified as an “approved private institution” or “approved public institution.” A copy of the statutory section is included with this board item as Attachment B. Certification under this statutory provision by the Coordinating Board constitutes approval to participate in state-funded student aid programs. Although the Executive Order directs the department to ensure WGU-Missouri students receive aid on the same basis as students attending public institutions, the statutory definition of an approved public institution does not provide that level of flexibility. Consequently, consistent with its status as a non-profit institution of higher education, the MDHE believes certification of WGU-Missouri as an “approved private institution” is the appropriate approach. Because student eligibility is applied consistently regardless of institutional sector, this status would meet the directive of the executive order to ensure students receive aid “on the same basis as students at Missouri's public universities.”

Coordinating Board for Higher Education

June 10, 2013

With the exception of the requirement to be “located in Missouri,” MDHE staff believes WGU-Missouri will meet all of the criteria to be certified as an “approved private institution.” However, the phrase “located in Missouri” has never been formally defined as part of the administrative rule for institutional participation in state aid programs. Consequently, the MDHE needs to define “located in Missouri” in a manner that will address the directive contained in the Executive Order. The definition must provide a set of reasonable parameters that any like-situated institution can satisfy. In that context, it is clear that this definition may create the potential for students attending other non-Missouri institutions to participate in state-funded aid programs if those institutions also satisfy the established criteria.

Based on these circumstances, the MDHE has developed a definition of “located in Missouri” for inclusion as part of the department’s institutional participation administrative rule. The preliminary definition developed for review and comment by the higher education community is included as Attachment C.

On May 13, the MDHE distributed this discussion draft to the presidents and chancellors of all of the colleges and universities that participate in state student assistance programs. The MDHE requested that comments be submitted by May 24 in order to ensure inclusion in the printed board materials. The communication made clear that comments submitted after the deadline would be reviewed and incorporated as time permitted into the final materials provided to the board for action.

Comments

Two comments were received by May 24 deadline. The first, submitted by a community college president, recommended the establishment of an additional criterion for participation based on the establishment of articulation agreements by the prospective institution with all public community colleges. The Council on Public Higher Education also submitted comments, expressing concern regarding the stress additional institutions will place on the already underfunded state aid programs and the possibility that institutions other than WGU-MO might be able to satisfy the proposed definition. Their suggestions focused on establishing more restrictive requirements by recommending additional requirements and increasing the numeric thresholds.

Analysis

Individuals enrolled in programs offered by non-Missouri institutions are primarily adult, non-traditional students rather than recent high school graduates. The Access Missouri program is the most likely program to serve these students as well as the most likely to be affected by increased student eligibility. Consequently, participation in Access Missouri should be the primary focus of this issue.

As a need-based aid program, the central goal of Access Missouri is providing students facing financial need with access to postsecondary education. The accomplishment of this goal mandates that students be the primary consideration in questions of eligibility. While the MDHE also is concerned about the impact of additional recipients to the Access Missouri program, the

department's focus should be access to otherwise eligible Missouri residents enrolled in programs of instruction delivered within the state. Institutional eligibility should focus on ensuring participating institutions meet reasonable requirements that ensure the institution is focused on the consistent, ongoing Missouri-based delivery of a quality instructional program to state residents.

On this basis, the MDHE does not recommend establishing criteria intended to indirectly limit eligibility to a single institution. Instead, the following definition, which is recommended for action, includes a number of revisions suggested by commenters, highlighted in bold below, that help ensure any institution desiring to establish eligibility for state aid programs is committed to long-term service to Missouri residents.

*An institution is considered to meet the definition of "located in Missouri" if the main campus, as determined by its institutional accrediting agency, is located in Missouri and that campus is the basis of its U.S. Department of Education recognized institutional accreditation or it meets **all six of the following criteria.***

- 1. The institution has established and continuously maintains a physical campus or location of operation in the state.*
- 2. The institution is accredited by a regional accrediting agency recognized by the U.S. Department of Education.*
- 3. The institution agrees to seek and maintain voluntary certification to operate and comply with reasonable data requests from the MDHE.*
- 4. The institution employs at least 25 Missouri residents, **at least one-half of which are faculty or administrators** responsible for Missouri campus operations.*
- 5. The institution enrolls at least **750 Missouri residents** as degree or certificate seeking students.*
- 6. The institution maintains a Missouri-based governing body or advisory board. **If this criterion is met through an advisory board, the institution must document the substantive involvement of the board in educational decisions impacting Missouri residents attending the institution.***

Conclusion

Providing access for Missouri residents to postsecondary education opportunities is one of the primary goals of state funded student aid programs. In defining the statutory phrase "located in Missouri," the department has attempted to strike an appropriate balance between ensuring institutional and programmatic integrity and the need to expand access for Missouri residents.

STATUTORY REFERENCE

Section 173.250, RSMo, Higher Education Academic Scholarship
Section 173.262, RSMo, Marguerite Ross-Barnett Memorial Scholarship
Section 173.1101, RSMo, Access Missouri Financial Assistance Program

Coordinating Board for Higher Education
June 10, 2013

Section 173.1350, RSMo, Advanced Placement Incentive Grant

RECOMMENDED ACTION

It is recommended that the Coordinating Board establish the criteria listed above as defining “located in Missouri” for purposes of participation in state student aid programs established by Section 173.1102, RSMo and direct the Commissioner of Higher Education to promulgate this definition as a part of administrative rule 6 CSR 10-2.150 as soon as practical.

ATTACHMENT(S)

Attachment A: Executive Order 13-04

Attachment B: Section 173.1102, RSMo

Attachment C: Preliminary Draft Definition of Located in Missouri

Executive Order 13-04

WHEREAS, increasing the number of adult Missourians who have earned a college certificate or degree will make Missouri even more competitive and successful in the global economy; and

WHEREAS, Missouri has set a goal that 60% of working age adults will hold a high-quality college certificate or degree; and

WHEREAS, the number of students enrolling and graduating from Missouri's colleges and universities has increased steadily over the past decade; and

WHEREAS, it is estimated that there are still nearly 750,000 adult Missourians who have earned some college credit but have not completed a certificate or degree program; and

WHEREAS, there is an unmet, significant need to provide adult learners with more opportunities to obtain higher education degrees; and

WHEREAS, Western Governors University (WGU) is a non-profit, independent university that is regionally and nationally accredited and that offers on-line degrees based on demonstrating and documenting competency as opposed to degrees based on clock or credit hours; and

WHEREAS, WGU is fully independent and requires no state direct appropriation to offer its programs to its students; and

WHEREAS, WGU provides a viable and self-sustaining complement to traditional learning methods through on-line, competency-based distance learning methods; and

WHEREAS, WGU, along with Missouri's existing colleges and universities, can assist Missouri's citizens attain their educational aspirations.

NOW, THEREFORE, I, JEREMIAH W. (JAY) NIXON, Governor of the State of Missouri, by virtue of the power and authority vested in me by the Constitution and the laws of the State of Missouri, do hereby declare and express the commitment of the State of Missouri to the establishment of WGU Missouri as a non-profit institution of higher education located in Missouri that will provide enhanced access for Missourians to enroll in and complete on-line, competency-based higher education degree programs. In support thereof, I hereby direct:

1. The Missouri Department of Higher Education to A) recognize, endorse, and support on line competency-based education as an important component of Missouri's higher education system; B) eliminate any unnecessary barriers to WGU-Missouri's operation and delivery of such education programs; and C) work with WGU-Missouri to integrate its academic programs and services into the state's higher education goals, policy, and evaluation;

2. The Missouri Department of Higher Education to take all necessary steps now and in the future to ensure that WGU-Missouri students will be eligible to apply for and receive financial aid on the same basis as students at Missouri's public universities;
3. The Missouri Department of Higher Education to work with WGU-Missouri to create appropriate data sharing processes (including at the student record level), as required by state and federal guidelines for higher education providers, to assess WGU-Missouri's performance, and to evaluate the extent to which WGU-Missouri is helping the State achieve its higher education goals;
4. The Missouri Division of Workforce Development to explore methods for promoting on line, competency-based education opportunities like WGU-Missouri for dislocated workers and other Missourians in need of higher education credentials;
5. Other state agencies whose assistance may be required, such as the Department of Elementary and Secondary Education and the Department of Economic Development, to facilitate the establishment and operation of WGU-Missouri; and
6. WGU-Missouri to establish an advisory board whose members shall be appointed by WGU, in consultation with the Governor.

Contemporaneously with this Executive Order, the State of Missouri is entering into a Memorandum of Understanding (MOU) with WGU to further memorialize and establish the partnership between the State of Missouri and WGU.

IN WITNESS WHEREOF, I have hereunto set my hand and caused to be affixed the Great Seal of the State of Missouri, in the City of Jefferson, on this 15th day of February, 2013.

Missouri Revised Statutes

Chapter 173 **Department of Higher Education** **Section 173.1102**

August 28, 2012

Definitions.

173.1102. As used in sections 173.1101 to 173.1107, unless the context requires otherwise, the following terms mean:

(1) "Academic year", the period from July first of any year through June thirtieth of the following year;

(2) "Approved private institution", a nonprofit institution, dedicated to educational purposes, located in Missouri which:

(a) Is operated privately under the control of an independent board and not directly controlled or administered by any public agency or political subdivision;

(b) Provides a postsecondary course of instruction at least six months in length leading to or directly creditable toward a certificate or degree;

(c) Meets the standards for accreditation as determined by either the Higher Learning Commission or by other accrediting bodies recognized by the United States Department of Education or by utilizing accreditation standards applicable to nondegree-granting institutions as established by the coordinating board for higher education;

(d) Does not discriminate in the hiring of administrators, faculty and staff or in the admission of students on the basis of race, color, religion, sex, or national origin and is in compliance with the Federal Civil Rights Acts of 1964 and 1968 and executive orders issued pursuant thereto. Sex discrimination as used herein shall not apply to admission practices of institutions offering the enrollment limited to one sex;

(e) Permits faculty members to select textbooks without influence or pressure by any religious or sectarian source;

(3) "Approved public institution", an educational institution located in Missouri which:

(a) Is directly controlled or administered by a public agency or political subdivision;

(b) Receives appropriations directly or indirectly from the general assembly for operating expenses;

(c) Provides a postsecondary course of instruction at least six months in length leading to or directly creditable toward a degree or certificate;

(d) Meets the standards for accreditation as determined by either the Higher Learning Commission, or if a public community college created under the provisions of sections 178.370 to 178.400 meets the standards established by the coordinating board for higher education for such public community colleges, or by other accrediting bodies recognized by the United States Department of Education or by utilizing accreditation standards applicable to the institution as established by the coordinating board for higher education;

(e) Does not discriminate in the hiring of administrators, faculty and staff or in the admission of students on the basis of race, color, religion, sex, or national origin and is otherwise in compliance with the Federal Civil Rights Acts of 1964 and 1968 and executive orders issued pursuant thereto;

(f) Permits faculty members to select textbooks without influence or pressure by any religious or sectarian source;

(4) "Coordinating board", the coordinating board for higher education;

(5) "Expected family contribution", the amount of money a student and family should pay toward the cost of postsecondary education as calculated by the United States Department of Education and reported on the student aid report or the institutional student information record;

(6) "Financial assistance", an amount of money paid by the state of Missouri to a qualified applicant under sections 173.1101 to 173.1107;

(7) "Full-time student", an individual who is enrolled in and is carrying a sufficient number of credit hours or their equivalent at an approved private or public institution to secure the degree or certificate toward which he or she is working in no more than the number of semesters or their equivalent normally required by that institution in the program in which the individual is enrolled. This definition shall be construed as the successor to subdivision (7) of section 173.205* for purposes of eligibility requirements of other financial assistance programs that refer to section 173.205*.

(L. 2007 S.B. 389)

*Section 173.205 was repealed by S.B. 389, 2007.

An institution is considered to meet the definition of “located in Missouri” if the main campus, as determined by its institutional accrediting agency, is located in Missouri and that campus is the basis of its U.S. Department of Education recognized institutional accreditation or it meets criteria one through three below and any two of the remaining three criteria.

1. The institution has established and continuously maintains a physical campus or location of operation in the state.
2. The institution is accredited by a regional accrediting agency recognized by the U.S. Department of Education.
3. The institution agrees to seek and maintain voluntary certification to operate and comply with reasonable data requests from the MDHE.
4. The institution employs at least 25 Missouri residents, a reasonable number of which are faculty or administrators responsible for Missouri campus operations.
5. The institution enrolls at least 500 Missouri residents as degree or certificate seeking students.
6. The institution maintains a Missouri-based governing body or advisory board.

AGENDA ITEM SUMMARY

AGENDA ITEM

Capital Prioritization Policy
Coordinating Board for Higher Education
June 10, 2013

DESCRIPTION

As part of its annual department budget request, the Coordinating Board for Higher Education includes information related to capital improvement projects proposed by public higher education institutions. The intent of this item is to provide the board with information regarding the direction Missouri Department of Higher Education staff will take in recommending projects for inclusion in the fiscal year 2015 request. The item further seeks board action reaffirming its current guidelines for selecting capital improvement priorities for the upcoming fiscal year and directing the staff to work with institutional representatives to update the guidelines for the capital improvements request process in future fiscal years.

History

As part of its statutory responsibility to plan systematically for the state higher education system, the CBHE has traditionally included a capital improvements component in its annual department budget request. In 2009, the Joint Committee on Capital Improvement and Leasing Oversight was charged by the General Assembly with creating a rank-ordered list of all known capital improvement projects across state government. In compliance with requests resulting from that specific effort, MDHE staff developed a scoring matrix and ranking system consistent with the CBHE's existing guidelines for selecting capital priorities. In order to ensure equitable representation on the ranked list, the ranking system considered one project from each institution, which was the project identified by the institution as its top priority. Since that time, this process has been used annually to generate a rank-ordered list of higher education capital projects for inclusion in the Coordinating Board's annual budget request.

During the past decade, the vast majority of capital projects have been funded from specialized sources, specifically the Lewis and Clark Discovery Initiative in 2007 and the American Recovery and Reinvestment Act of 2009. For the past two years, there have been no new higher education capital projects funded by the state. In the absence of a dedicated new source for capital funding, it is unlikely substantial funding will be made available in the near future to address institutions' capital improvement needs.

The prospect of a statewide bonding initiative provides the greatest hope for future capital improvement investment for higher education. Since the legislature did not pass a bonding proposal this year, any funding from a statewide initiative would not be available until at least FY16. In addition, as with LCDI, legislative discussions have centered on funding for a project at each institution, which would negate any need to rank capital priorities across institutions.

Coordinating Board for Higher Education
June 10, 2013

Fiscal Year 2015 Process

Given this situation, the MDHE staff does not believe it is an efficient use of department resources to rank projects across institutions for FY15. Subject to CBHE concurrence, the department will instead return to the practice of recommending each institution's top overall priority to the CBHE for inclusion in its budget request. This will result in a list for two-year institutions and a list for four-year institutions plus Linn State Technical College, containing each institution's top overall capital priority for the year. Institutions will use the CBHE's "Guidelines for Selecting Priorities for Capital Improvement Projects for Public Colleges, Universities and Community Colleges," included as an attachment to this item, to inform their requests.

Fiscal Year 2016 and Beyond

Every indication is that the capital funding environment will continue to be in flux for the next several years. At the same time the needs within higher education for capital investment are significant and growing. Finally, there has been general agreement for the past several years that the Board's current guidelines for prioritizing capital projects are outdated and in need of a comprehensive review.

Given this environment, the MDHE staff believes the time is right for the department to restart the process begun in 2009 to review and recommend changes to the capital improvement policy guidelines. A working group would be established that includes broad representation from public colleges and universities. The work group would be charged to identify new criteria, recommend needed changes to existing criteria, develop ideas for possible funding sources, and identify and recommend needed changes in other areas of the policy. If a return to the development of a prioritized list is considered important, the working group could also provide guidance on that process and the related scoring matrix.

Conclusion

Although the state budget situation appears to be improving, sustained investment in institution capital priorities from existing fund sources is unlikely in the near term. A review of the CBHE's "Guidelines for Selecting Priorities for Capital Improvement Projects for Public Colleges, Universities and Community Colleges" will ensure the guidelines remain relevant so institution capital submissions align with identified priorities and the Board's recommendations have institutional support.

STATUTORY REFERENCE

Section 163.191 – State aid to community colleges

Section 173.020 – CBHE statutory responsibility to plan systematically

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education reaffirm its “Guidelines for Selecting Priorities for Capital Improvement Projects for Public Colleges, Universities and Community Colleges,” outlined in the attachment, for institution use in submitting capital requests for fiscal year 2015.

It is further recommended that the Coordinating Board for Higher Education direct the staff of the Missouri Department of Higher Education to engage with institution representatives to explore the effectiveness of the current guidelines and develop recommendations for updates to the guidelines for use in the fiscal year 2016 budget process and future budget processes.

ATTACHMENTS

Attachment Guidelines for Selecting Priorities for Capital Improvement Projects for Public Colleges, Universities and Community Colleges

GUIDELINES FOR SELECTING PRIORITIES FOR CAPITAL IMPROVEMENT PROJECTS FOR PUBLIC COLLEGES, UNIVERSITIES AND COMMUNITY COLLEGES

I. BACKGROUND AND CONTEXT

The Coordinating Board for Higher Education has the statutory responsibility for recommending funding for higher education facilities at Missouri's community colleges, Linn State Technical College, and public four-year universities.

These guidelines for prioritizing capital project requests pertain only to major construction projects in the following categories established by the Office of Administration: Renovation and Rehabilitation; Corrective Construction; Energy Conservation; and New Construction, including planning funds for new construction. It is the current policy of the Coordinating Board that funding for routine maintenance and repair for all institutions should be included in the operating appropriations for the public institutions. Consequently, these guidelines anticipate that maintenance and repair will continue to be considered an on-going operational need that is appropriately addressed in the operating budget.

It is the policy of the Coordinating Board to submit a prioritized request to the Governor and General Assembly for the public four-year universities along with the state's technical college, and a separate prioritized request for public community colleges. This separation allows for proper consideration between the different types of institutions with widely varying needs.

II FACTORS CONSIDERED IN PRIORITY RANKING

The CBHE goal of providing a coordinated, balanced, and cost-effective delivery system of higher education will provide overall guidance in analyzing existing facility space utilization and in making decisions regarding the need for additional or renovated facilities.

In addition, the following policy statements will be considered when establishing relative priorities for capital funding:

1. All proposed projects should be congruent with both the mission of the institution within the system of Missouri higher education and the respective mission implementation plans as reviewed by the Coordinating Board. Campus facility master plans should address this congruence within a five-year projection of facility requirements for the institution based on enrollment and program needs. The campus master plan, including enrollment trends and projections, will therefore serve as the reference point for documenting facility needs. A copy of the current campus master plan should be on file at the Coordinating Board Office.
2. Corrective construction and renovation and rehabilitation should, in most instances, precede new construction projects in priority. An institutional decision to retain a facility constitutes an ongoing commitment to bring that facility up to a good condition and to maintain it. Modernization of classrooms and laboratories to incorporate appropriate technology should be an institutional and Coordinating Board priority.
3. The addition of new square feet typically requires an ongoing financial commitment for campus security, fuel and utilities, maintenance and repair, etc. Absent justification for additional space based on enrollment change, a direct relationship to an approved mission change or enhancement, and/or the identification of available operational and maintenance funding, an increase in any institution's total square footage should be avoided.
4. Projects providing program accessibility to buildings for individuals with physical disabilities shall have a high priority.
5. The overall condition of a facility must be considered when evaluating the appropriateness of renovation and the prioritization of capital projects. In some cases, facilities that are in the

poorest condition may more properly be candidates for demolition. In other cases, a fiscally responsible deferred maintenance decision may be more appropriate than the development of a capital request. There are other considerations, like state and campus program priorities, that override the condition of a facility in determining renovation or new construction needs.

6. Planning funds should precede funds for new construction and should be requested independently. Planning funds should be used to study several alternatives to address programmatic needs. A project which has received a prior recommendation and appropriation for planning funds will be reviewed again when construction funds are requested for the project.
7. Facilities maintained as auxiliary enterprises including, for example, student housing, parking facilities, and facilities related to intercollegiate athletics are considered to be the responsibility of the institution. State funding for construction of facilities serving a dual role involving auxiliary functions and educational and general purposes should be limited to the documented percentage of the facility serving educational and general purposes.

AGENDA ITEM SUMMARY

AGENDA ITEM

Coordinating Board for Higher Education
Student Loan Program Update
June 10, 2013

DESCRIPTION

The purpose of this agenda item is to update the CBHE about the federal student loan program and recent activity of the MDHE guaranty agency.

Student Loan Interest Rates

Interest rates on subsidized Stafford Loans are set to double from 3.4 to 6.8 percent if legislation is not passed and signed before July 1. Congressional Republicans, Democrats and the president have not yet reached agreement on a solution to stop the interest rate increase. Last June, Congress passed a one-year extension of the 3.4 percent subsidized interest rate two days before it was scheduled to expire. Any changes to interest rates would only affect new loans and would not impact MDHE-guaranteed loans, which were all originated prior to July 1, 2010.

Guaranty Agency Activity

The MDHE recently wrapped up its 2013 Beginner Financial Aid webcast series. The series of six webcasts was designed to assist new financial aid officers, high school guidance counselors and other professionals interested in learning about entry-level financial aid topics. The series included webcasts about the Free Application for Federal Student Aid, student eligibility, federal student aid programs, Missouri state aid programs, financial literacy/default prevention and MDHE online services.

In May, the guaranty agency default prevention staff hosted the annual MDHE Default Prevention Day during which financial aid officers from across the state met in Jefferson City to talk about preventing student loan defaults and promoting financial literacy. Staff from Missouri Southern State University, Missouri University of Science and Technology, Southeast Missouri State University and Jefferson College described ways their campuses help students make wise financial choices during and after college.

The MDHE also launched a new publication, *The Smart Approach to Campuswide Retention and Default Prevention Efforts*, which was developed to help administrators and staff at Missouri postsecondary institutions design and promote more cohesive retention and default prevention plans. This new publication, along with the MDHE's seven other publications, are available for order, free of charge on the [MDHE website](#).

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None.

Coordinating Board for Higher Education
June 10, 2013

AGENDA ITEM SUMMARY

AGENDA ITEM

State Student Aid Status Report
Coordinating Board for Higher Education
June 10, 2013

DESCRIPTION

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

Program Descriptions

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

By the conclusion of the current academic year, the MDHE will have distributed approximately \$97 million in student financial aid to more than 71,000 students. The attachments to this item provide detailed information for each of the programs administered by the department, including the number of students served and dollars awarded, by education institution and sector. Amounts reported in the attachments are incomplete because the fiscal year has not ended and institutions have not completed the process of requesting payments for all students, particularly for the A+ Scholarship. A brief description of each of the programs is provided below.

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

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

Advanced Placement Incentive Grant is a nonrenewable grant designed to encourage high school students to take and score well on Advanced Placement tests in mathematics and science. Students must be Access Missouri or A+ eligible to receive this award.

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

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

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a federal grant program. The MDHE received a GEAR UP grant in 2000 designed to help improve the educational attainment of Missouri citizens by providing early college preparation and awareness activities to participating students through comprehensive mentoring, counseling, outreach and other support services. The program required that 50 percent of the state's award be allocated to scholarships. The high school element of the program was completed in 2007 and the last eligible student received final funding this year.

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

Marguerite Ross-Barnett Memorial Scholarship is a need-based scholarship established for students who are employed while attending school part-time.

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

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

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

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

Wartime Veteran's Survivors Grant provides up to 25 grants annually to children and spouses of Veterans whose deaths or injuries were a result of combat action or were attributed to an

illness that was contracted while serving in combat action, or who became 80 percent disabled as a result of injuries or accidents sustained in combat action since September 11, 2001.

State Aid Outlook

As the number of high school graduates continues to decline and the state's economic picture continues to brighten, we are seeing a slow but steady decline in the number of eligible applicants for Access Missouri. This trend is exacerbated by the relatively low award levels in this program. Although the FY14 appropriation includes an additional \$1 million, the increase is not enough to have a substantive impact on the size of the awards students will receive. Finally, the award amounts for public four-year and independent institutions will equalize in FY15. Without increased funding for this program, the resulting award levels for the vast majority of Access Missouri recipients will likely be less than students received through the state's need-based aid program 20 years ago.

Last year, the State Board of Education announced this would be the final year for high schools to seek and receive designation as an A+ school. In April of this year, the SBOE designated an additional 118 high schools as A+. This brings the total count of A+ designated high schools to 520, leaving 11 high schools undesignated. Although Governor Nixon has indicated that all graduates of Missouri public high schools should have the potential to be eligible for the A+ scholarship, there is currently no path for students at these 11 high schools to be included. With regard to program funding, the FY14 appropriation includes an additional \$2 million for distribution through this program. While the MDHE projects that funding will be sufficient for FY14, the expected program growth in future years due to the addition of more than 100 high schools will require additional resources if this program is to remain fully funded.

During the 2013 legislative session, legislation was introduced to revise the eligibility and academic progress requirements for the A+, Bright Flight, and Access Missouri programs. While those measures were not adopted by the General Assembly, there was considerable interest in and support for changes of this nature. Those changes included requiring students to demonstrate college readiness by achieving minimum scores on end-of-course or college admission/placement (ACT or COMPASS) exams and to maintain timely progress toward a credential by completing a set number of credit hours each year. It is likely these or similar initiatives will be considered by the General Assembly next year.

Conclusion

Through the MDHE, the Coordinating Board for Higher Education is responsible for the administration of 13 state-funded student financial aid programs. These programs provide a valuable and substantial resource for Missouri citizens as they further their education beyond high school. It is clear these programs, as well as others that may follow, will continue to be important to the Coordinating Board's fulfillment of its strategic goals and objectives.

STATUTORY REFERENCE

Section 160.545, RSMo, A+ Scholarship

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

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

Attachment A: 2012-2013 A+, Access, Bright Flight and Ross-Barnett Payment Table

Attachment B: 2012-2013 Survivor Programs Payment Table

Attachment C: 2012-2013 GEAR UP, Minority Programs and AP Incentive Payment Table

**Missouri Department of Higher Education
Student Financial Assistance Programs
2012-2013 Payment Table
As of May 17, 2013**

	A+ Scholarship Program		Access Missouri Financial Assistance Program		Bright Flight Scholarship Program		Marguerite Ross Barnett Memorial Scholarship Program		Total	
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars	Students ¹	Dollars
1862 Land-Grant Universities										
Missouri University of Science and Technology	0	\$0.00	1,436	\$1,394,201.00	874	\$1,621,000.00	0	\$0.00	2,074	3,015,201.00
University of Missouri - Columbia	0	\$0.00	5,504	\$5,476,416.50	1,854	\$3,567,769.00	1	\$2,424.60	6,931	9,046,610.10
University of Missouri - Kansas City	0	\$0.00	1,859	\$1,789,950.00	296	\$564,500.00	1	\$1,593.60	2,099	2,356,043.60
University of Missouri - Saint Louis	0	\$0.00	1,756	\$1,626,083.00	86	\$158,000.00	33	\$90,835.20	1,853	1,874,918.20
Sector Subtotal :	0	\$0.00	10,555	\$10,286,650.50	3,110	\$5,911,269.00	35	\$94,853.40	12,957	16,292,772.90
1890 Land-Grant University										
Lincoln University	0	\$0.00	589	\$547,851.00	3	\$6,000.00	0	\$0.00	591	553,851.00
Sector Subtotal :	0	\$0.00	589	\$547,851.00	3	\$6,000.00	0	\$0.00	591	553,851.00
Comprehensive Universities										
Missouri State University	0	\$0.00	4,200	\$4,050,300.00	426	\$809,000.00	6	\$12,630.24	4,487	4,871,930.24
Missouri State University - West Plains	275	\$364,644.50	359	\$128,882.19	2	\$3,000.00	1	\$1,332.00	611	497,858.69
Northwest Missouri State University	0	\$0.00	1,627	\$1,591,360.00	60	\$110,000.00	0	\$0.00	1,652	1,701,360.00
Southeast Missouri State University	0	\$0.00	2,825	\$2,698,355.00	146	\$281,000.00	1	\$2,025.00	2,916	2,981,380.00
University of Central Missouri	0	\$0.00	2,926	\$2,848,537.00	85	\$163,000.00	3	\$6,432.48	2,980	3,017,969.48
Sector Subtotal :	275	\$364,644.50	11,937	\$11,317,434.19	719	\$1,366,000.00	11	\$22,419.72	12,646	13,070,498.41
Independent Institution for Art & Music										
Kansas City Art Institute	0	\$0.00	132	\$285,925.00	11	\$22,000.00	0	\$0.00	139	307,925.00
Sector Subtotal :	0	\$0.00	132	\$285,925.00	11	\$22,000.00	0	\$0.00	139	307,925.00
Independent Two-Year Colleges										
Cottey College	0	\$0.00	28	\$59,700.00	0	\$0.00	0	\$0.00	28	59,700.00
Wentworth Military Academy and Junior College	0	\$0.00	98	\$192,075.00	0	\$0.00	0	\$0.00	98	192,075.00
Sector Subtotal :	0	\$0.00	126	\$251,775.00	0	\$0.00	0	\$0.00	126	251,775.00
Independent Universities										
Saint Louis University	0	\$0.00	957	\$2,036,600.00	368	\$718,000.00	3	\$7,273.80	1,238	2,761,873.80
Washington University in St. Louis	0	\$0.00	99	\$209,625.00	340	\$655,000.00	29	\$89,710.20	408	954,335.20
Sector Subtotal :	0	\$0.00	1,056	\$2,246,225.00	708	\$1,373,000.00	32	\$96,984.00	1,646	3,716,209.00
Other Independent Four-Year Institutions										
Avila University	0	\$0.00	296	\$626,675.00	7	\$14,000.00	0	\$0.00	301	640,675.00
Central Methodist University	0	\$0.00	983	\$1,958,400.00	12	\$22,000.00	0	\$0.00	988	1,980,400.00
College of the Ozarks	0	\$0.00	735	\$1,399,100.00	12	\$18,000.00	0	\$0.00	742	1,417,100.00
Columbia College	0	\$0.00	2,531	\$4,760,450.00	17	\$32,000.00	4	\$8,925.00	2,546	4,801,375.00
Culver-Stockton College	0	\$0.00	234	\$498,712.00	3	\$6,000.00	0	\$0.00	234	504,712.00
Drury University	0	\$0.00	1,273	\$2,518,050.00	112	\$221,000.00	2	\$6,465.60	1,344	2,745,515.60
Fontbonne University	0	\$0.00	341	\$657,654.00	15	\$30,000.00	4	\$10,506.60	353	698,160.60

**Missouri Department of Higher Education
Student Financial Assistance Programs
2012-2013 Payment Table
As of May 17, 2013**

	A+ Scholarship Program		Access Missouri Financial Assistance Program		Bright Flight Scholarship Program		Marguerite Ross Barnett Memorial Scholarship Program		Total	
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars	Students ¹	Dollars
Hannibal-LaGrange University	0	\$0.00	270	\$569,375.00	3	\$5,000.00	0	\$0.00	273	574,375.00
Lindenwood University	0	\$0.00	2,057	\$4,061,297.00	88	\$165,000.00	0	\$0.00	2,113	4,226,297.00
Maryville University of Saint Louis	0	\$0.00	466	\$962,625.00	47	\$87,000.00	16	\$58,998.60	514	1,108,623.60
Missouri Baptist University	0	\$0.00	516	\$1,047,225.00	11	\$21,000.00	0	\$0.00	523	1,068,225.00
Missouri Valley College	0	\$0.00	459	\$933,950.00	3	\$6,000.00	0	\$0.00	460	939,950.00
Park University	0	\$0.00	472	\$908,045.00	9	\$15,000.00	0	\$0.00	477	923,045.00
Rockhurst University	0	\$0.00	383	\$802,950.00	68	\$133,000.00	0	\$0.00	428	935,950.00
Southwest Baptist University	0	\$0.00	755	\$1,520,611.00	50	\$95,000.00	0	\$0.00	776	1,615,611.00
Stephens College	0	\$0.00	192	\$411,075.00	6	\$12,000.00	0	\$0.00	195	423,075.00
Webster University	0	\$0.00	828	\$1,714,966.00	50	\$91,875.00	15	\$47,683.80	878	1,854,524.80
Westminster College	0	\$0.00	268	\$570,600.00	50	\$98,000.00	0	\$0.00	300	668,600.00
William Jewell College	0	\$0.00	263	\$552,162.00	56	\$109,000.00	0	\$0.00	293	661,162.00
William Woods University	0	\$0.00	209	\$441,600.00	7	\$14,000.00	0	\$0.00	212	455,600.00
Sector Subtotal :	0	\$0.00	13,531	\$26,915,522.00	626	\$1,194,875.00	41	\$132,579.60	13,950	28,242,976.60
Professional/Technical Institutions										
Arcadia Valley Career Technology Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Barnes-Jewish College	0	\$0.00	133	\$239,400.00	1	\$2,000.00	0	\$0.00	134	241,400.00
Boonslick Technical Education Center	3	\$10,466.27	0	\$0.00	0	\$0.00	0	\$0.00	3	10,466.27
Brookfield Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Cape Girardeau Career & Tech Center	5	\$18,729.00	41	\$16,755.00	0	\$0.00	0	\$0.00	45	35,484.00
Career & Technology Center at Fort Osage	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Carrollton Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Carthage Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Cass Career Center	2	\$10,854.00	17	\$7,440.00	0	\$0.00	0	\$0.00	19	18,294.00
Cleveland Chiropractic College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Clinton Technical School	2	\$7,547.00	14	\$3,570.00	0	\$0.00	0	\$0.00	16	11,117.00
Columbia Area Career Center	7	\$27,684.00	24	\$11,565.00	0	\$0.00	0	\$0.00	30	39,249.00
Current River Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Dallas County Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Davis H. Hart Career Center	6	\$17,876.00	0	\$0.00	0	\$0.00	0	\$0.00	6	17,876.00
Eldon Career Center	4	\$27,308.00	13	\$3,765.00	0	\$0.00	0	\$0.00	15	31,073.00
Excelsior Springs Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Four Rivers Career Center	5	\$18,653.80	9	\$2,445.00	0	\$0.00	0	\$0.00	12	21,098.80

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	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars	Students ¹	Dollars
Franklin Technology Center	5	\$15,126.00	30	\$13,155.00	0	\$0.00	0	\$0.00	35	28,281.00
Gibson Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Grand River Technical School	22	\$74,863.00	23	\$10,755.00	0	\$0.00	0	\$0.00	44	85,618.00
Hannibal Career and Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Herndon Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Hillyard Technical Center	163	\$400,474.39	51	\$22,035.00	0	\$0.00	0	\$0.00	207	422,509.39
Kennett Career & Technology Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Kirksville Area Technical Center	10	\$21,807.00	20	\$8,670.00	0	\$0.00	0	\$0.00	30	30,477.00
Lake Career & Technical Center	1	\$4,200.00	0	\$0.00	0	\$0.00	0	\$0.00	1	4,200.00
Lamar Area Voc. Tech School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Lebanon Technology & Career Center	7	\$19,333.50	20	\$4,995.00	0	\$0.00	0	\$0.00	27	24,328.50
Lester E. Cox Medical Center/Cox College	0	\$0.00	147	\$261,400.00	0	\$0.00	0	\$0.00	147	261,400.00
Lewis & Clark Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Lex La-Ray Technical Center	3	\$13,153.22	15	\$7,035.00	0	\$0.00	0	\$0.00	18	20,188.22
Logan College of Chiropractic	0	\$0.00	0	\$0.00	1	\$2,000.00	0	\$0.00	1	2,000.00
Macon Area Vocational School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Moberly Area Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Nevada Regional Technical Center	1	\$3,686.20	0	\$0.00	0	\$0.00	0	\$0.00	1	3,686.20
New Madrid R-I Tech Skills Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Nichols Career Center	13	\$90,891.00	25	\$11,865.00	0	\$0.00	0	\$0.00	38	102,756.00
North Central Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
North Technical	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Northland Career Center	7	\$22,606.00	17	\$7,785.00	0	\$0.00	0	\$0.00	23	30,391.00
Northwest Technical School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Ozark Mountain Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Pemiscot County Vocational School of Practical Nursing	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Perryville Area Car & Tech Center	1	\$1,125.00	0	\$0.00	0	\$0.00	0	\$0.00	1	1,125.00
Pike-Lincoln Technical Center	5	\$20,541.00	21	\$9,690.00	0	\$0.00	0	\$0.00	26	30,231.00
Poplar Bluff Technical Career Center	4	\$5,399.00	23	\$10,710.00	0	\$0.00	0	\$0.00	26	16,109.00
Ranken Technical College	75	\$282,599.00	299	\$565,920.00	1	\$2,000.00	0	\$0.00	370	850,519.00
Research College of Nursing	0	\$0.00	13	\$26,155.00	2	\$3,000.00	0	\$0.00	15	29,155.00
Rolla Technical Institute/Center	54	\$108,049.00	49	\$15,566.00	0	\$0.00	0	\$0.00	97	123,615.00

**Missouri Department of Higher Education
Student Financial Assistance Programs
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	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars	Students ¹	Dollars
Saint Luke's College	0	\$0.00	56	\$115,700.00	0	\$0.00	0	\$0.00	56	115,700.00
Saline County Career Center	4	\$13,535.00	17	\$8,670.00	0	\$0.00	0	\$0.00	21	22,205.00
Sikeston Career & Technology Center	1	\$1,705.60	18	\$4,485.00	0	\$0.00	0	\$0.00	19	6,190.60
South Central Career Center	12	\$27,854.40	31	\$8,925.00	0	\$0.00	0	\$0.00	43	36,779.40
South Technical	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Southeast Missouri Hospital College of Nursing and Health Sciences	0	\$0.00	83	\$118,625.00	0	\$0.00	24	\$47,683.80	97	166,308.80
Southwest Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
St. Louis College of Pharmacy	0	\$0.00	121	\$262,625.00	37	\$73,000.00	0	\$0.00	144	335,625.00
Texas County Technical College	0	\$0.00	78	\$128,900.00	0	\$0.00	16	\$54,149.40	90	183,049.40
Unitec Career Center	2	\$12,000.00	0	\$0.00	0	\$0.00	0	\$0.00	2	12,000.00
Warrensburg Area Career Center	5	\$22,297.40	27	\$12,075.00	0	\$0.00	0	\$0.00	32	34,372.40
Waynesville Career Center	5	\$13,195.00	13	\$3,210.00	0	\$0.00	0	\$0.00	14	16,405.00
Sector Subtotal :	434	\$1,313,558.78	1,448	\$1,923,891.00	42	\$82,000.00	40	\$101,833.20	1,905	3,421,282.98
Public Four-Year Universities										
Harris-Stowe State University	0	\$0.00	422	\$354,750.00	0	\$0.00	0	\$0.00	422	354,750.00
Missouri Southern State University	0	\$0.00	1,467	\$1,329,150.00	52	\$89,000.00	3	\$5,084.40	1,496	1,423,234.40
Missouri Western State University	0	\$0.00	1,593	\$1,466,100.00	29	\$54,000.00	0	\$0.00	1,610	1,520,100.00
Sector Subtotal :	0	\$0.00	3,482	\$3,150,000.00	81	\$143,000.00	3	\$5,084.40	3,528	3,298,084.40
Public Two-Year Colleges										
Crowder College	458	\$571,850.05	744	\$291,125.00	2	\$4,000.00	11	\$12,684.00	1,190	879,659.05
East Central College	573	\$615,914.50	649	\$243,888.00	8	\$14,000.00	92	\$59,640.00	1,279	933,442.50
Jefferson College	672	\$878,326.88	784	\$280,386.50	13	\$20,000.00	0	\$0.00	1,430	1,178,713.38
Metropolitan Community College	2,227	\$5,060,630.28	1,729	\$675,420.00	28	\$48,000.00	0	\$0.00	3,934	5,784,050.28
Metropolitan Community Colleges - Longview	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Metropolitan Community Colleges - Maple Woods	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	0.00
Mineral Area College	404	\$578,230.00	613	\$225,007.00	4	\$7,000.00	0	\$0.00	984	810,237.00
Moberly Area Community College	686	\$992,908.50	909	\$355,484.00	2	\$3,000.00	0	\$0.00	1,552	1,351,392.50
North Central Missouri College	247	\$630,781.00	293	\$120,828.00	0	\$0.00	0	\$0.00	527	751,609.00
Ozarks Technical Community College	1,698	\$2,483,857.50	2,011	\$798,255.00	8	\$16,000.00	3	\$4,834.50	3,670	3,302,947.00
St. Charles Community College	1,286	\$2,507,054.00	616	\$206,800.00	13	\$19,000.00	0	\$0.00	1,887	2,732,854.00
St. Louis Community College - Florissant Valley	179	\$273,550.27	1,831	\$651,990.00	9	\$11,000.00	2	\$1,395.00	1,987	937,935.27
St. Louis Community College - Forest Park	80	\$146,990.98	0	\$0.00	4	\$5,000.00	0	\$0.00	83	151,990.98
St. Louis Community College - Meramec	828	\$1,034,957.08	11	\$2,805.00	9	\$14,000.00	0	\$0.00	838	1,051,762.08

Missouri Department of Higher Education
Student Financial Assistance Programs
2012-2013 Payment Table
As of May 17, 2013

	A+ Scholarship Program		Access Missouri Financial Assistance Program		Bright Flight Scholarship Program		Marguerite Ross Barnett Memorial Scholarship Program		Total	
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars	Students ¹	Dollars
St. Louis Community College - Wildwood	154	\$261,463.00	3	\$660.00	2	\$3,000.00	0	\$0.00	155	265,123.00
State Fair Community College	493	\$694,501.50	645	\$267,801.00	2	\$2,000.00	0	\$0.00	1,109	964,302.50
Three Rivers Community College	277	\$613,303.50	826	\$329,912.00	3	\$5,000.00	0	\$0.00	1,084	948,215.50
Sector Subtotal :	10,262	\$17,344,319.04	11,664	\$4,450,361.50	107	\$171,000.00	108	\$78,553.50	21,709	22,044,234.04
Public Two-Year Technical College										
Linn State Technical College	548	\$2,823,379.40	269	\$233,220.00	0	\$0.00	0	\$0.00	759	3,056,599.40
Sector Subtotal :	548	\$2,823,379.40	269	\$233,220.00	0	\$0.00	0	\$0.00	759	3,056,599.40
Statewide Liberal Arts University										
Truman State University	0	\$0.00	1,429	\$1,451,555.00	807	\$1,539,549.00	4	\$14,547.60	2,017	3,005,651.60
Sector Subtotal :	0	\$0.00	1,429	\$1,451,555.00	807	\$1,539,549.00	4	\$14,547.60	2,017	3,005,651.60
Program Total² :	11,519	\$21,845,901.72	56,218	\$63,060,410.19	6,214	\$11,808,693.00	274	\$546,855.42	71,973	97,261,860.33
Unduplicated Student Count by Program³ :	11,446		55,893		6,187		274			

Total Unduplicated Student Count⁴: 71,275

- 1 - Students: The student counts in this column contain duplication when students received payment under more than one program.
- 2 - Program Total: The student counts in this row contain duplication when transfer students received payment for a program at more than one institution. The student count at the intersection of the Students column beneath the Total Header and the Program Total row contains duplication when students received payments for more than one program and/or at more than one institution.
- 3 - Unduplicated Student Count by Program: The student counts in this row include a student only once for each program, even if they were paid at more than one institution.
- 4 - Total Unduplicated Student Count: The student count in this row is for all programs and includes a student only once, even if they were paid for more than one program and/or at more than one institution.

Missouri Department of Higher Education
Missouri Student Financial Assistance Programs
2012-2013 Payment Table
As of May 17 2013

	Kids' Chance Scholarship		Public Safety Officer or Employee's Child Survivor Grant Program		Vietnam Veteran's Survivor Grant		Wartime Veteran's Survivor Grant		Total Students	Total Dollars
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars		
1862 LAND-GRANT UNIVERSITIES										
Missouri University of Science and Technology	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
University of Missouri-Columbia	0	\$0.00	4	\$25,862.40	2	\$11,938.00	1	\$13,005.15	7	\$50,805.55
University of Missouri-Kansas City	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
University of Missouri-St. Louis	0	\$0.00	1	\$6,465.60	0	\$0.00	0	\$0.00	1	\$6,465.60
Sector Subtotal	0	\$0.00	5	\$32,328.00	2	\$11,938.00	1	\$13,005.15	8	\$57,271.15
1890 LAND-GRANT UNIVERSITY										
Lincoln University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sector Subtotal	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
COMPREHENSIVE UNIVERSITIES										
Missouri State University	0	\$0.00	2	\$11,200.00	0	\$0.00	1	\$5,881.25	3	\$17,081.25
Missouri State University - West Plains	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Northwest Missouri State University	0	\$0.00	2	\$9,263.16	0	\$0.00	1	\$13,005.85	3	\$22,269.01
Southeast Missouri State University	0	\$0.00	2	\$10,800.00	0	\$0.00	0	\$0.00	2	\$10,800.00
University of Central Missouri	0	\$0.00	1	\$1,810.10	0	\$0.00	0	\$0.00	1	\$1,810.10
Sector Subtotal	0	\$0.00	7	\$33,073.26	0	\$0.00	2	\$18,887.10	9	\$51,960.36
INDEPENDENT INSTITUTION FOR ART & MUSIC										
Kansas City Art Institute	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sector Subtotal	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
INDEPENDENT TWO-YEAR COLLEGES										
Cottey College									0	\$0.00
Wentworth Military Academy and Junior College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sector Subtotal	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
INDEPENDENT UNIVERSITIES										
Saint Louis University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Washington University in St. Louis	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sector Subtotal	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
OTHER INDEPENDENT FOUR-YEAR INSTITUTIONS										
Avila University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Central Methodist University	0	\$0.00	1	\$5,872.80	0	\$0.00	0	\$0.00	1	\$5,872.80
College of the Ozarks	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00

Missouri Department of Higher Education
Missouri Student Financial Assistance Programs
2012-2013 Payment Table
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	Kids' Chance Scholarship		Public Safety Officer or Employee's Child Survivor Grant Program		Vietnam Veteran's Survivor Grant		Wartime Veteran's Survivor Grant		Total Students	Total Dollars
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars		
Columbia College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Culver-Stockton College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Drury University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Fontbonne University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Hannibal-LaGrange University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lindenwood University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Maryville University of Saint Louis	1	\$2,500.00	0	\$0.00	0	\$0.00	0	\$0.00	1	\$2,500.00
Missouri Baptist University	0	\$0.00	0	\$0.00	1	\$5,969.00	1	\$10,596.44	2	\$16,565.44
Missouri Valley College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Park University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Rockhurst University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Southwest Baptist University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Stephens College	1	\$2,500.00	0	\$0.00	0	\$0.00	0	\$0.00	1	\$2,500.00
Webster University	1	\$2,500.00	1	\$6,465.60	0	\$0.00	0	\$0.00	2	\$8,965.60
Westminster College	1	\$2,500.00	0	\$0.00	0	\$0.00	0	\$0.00	1	\$2,500.00
William Jewell College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
William Woods University	1	\$2,500.00	0	\$0.00	0	\$0.00	0	\$0.00	1	\$2,500.00
Sector Subtotal	5	\$12,500.00	2	\$12,338.40	1	\$5,969.00	1	\$10,596.44	9	\$41,403.84
PROFESSIONAL/TECHNICAL INSTITUTIONS										
Arcadia Valley Career Technology Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Barnes-Jewish College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Boonslick Technical Education Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Brookfield Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Cape Girardeau Career & Tech Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Career & Technology Center at Fort Osage	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Carrollton Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Carthage Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Cass Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Cleveland Chiropractic College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Clinton Technical School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Columbia Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Current River Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Dallas County Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Davis H. Hart Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Eldon Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Excelsior Springs Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00

Missouri Department of Higher Education
Missouri Student Financial Assistance Programs
2012-2013 Payment Table
As of May 17 2013

	Kids' Chance Scholarship		Public Safety Officer or Employee's Child Survivor Grant Program		Vietnam Veteran's Survivor Grant		Wartime Veteran's Survivor Grant		Total Students	Total Dollars
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars		
Four Rivers Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Franklin Technology Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Gibson Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Grand River Technical School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Hannibal Career and Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Herndon Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Hillyard Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Kennett Career & Technology Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Kirksville Area Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lake Career & Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lamar Area Voc Tech School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lebanon Technology & Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lester E. Cox Medical Center/Cox College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lewis & Clark Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lex La-Ray Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Logan College of Chiropractic	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Macon Area Vocational School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Moberly Area Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Nevada Regional Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
New Madrid R-I Tech Skills Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Nichols Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
North Central Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
North Technical	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Northland Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Northwest Technical School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Ozark Mountain Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Pemiscot County Vocational School of Practical Nursing	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Perryville Area Car & Tech Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Pike-Lincoln Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Poplar Bluff Technical Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Ranken Technical College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Research College of Nursing	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Rolla Technical Institute/Center	0	\$0.00	0	\$0.00	0	\$0.00	1	\$10,750.25	1	\$10,750.25
Saint Luke's College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Saline County Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sikeston Career and Technology Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00

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2012-2013 Payment Table
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	Kids' Chance Scholarship		Public Safety Officer or Employee's Child Survivor Grant Program		Vietnam Veteran's Survivor Grant		Wartime Veteran's Survivor Grant		Total Students	Total Dollars
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars		
South Central Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
South Technical	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Southeast Missouri Hospital College of Nursing and Health Sciences	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Southwest Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Louis College of Pharmacy	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Texas County Technical College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Unitec Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Warrensburg Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Waynesville Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sector Subtotal	0	\$0.00	0	\$0.00	0	\$0.00	1	\$10,750.25	1	\$10,750.25
PUBLIC FOUR-YEAR UNIVERSITIES										
Harris-Stowe State University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Missouri Southern State University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Missouri Western State University	1	\$2,500.00	2	\$10,504.52	1	\$5,252.24	0	\$0.00	4	\$18,256.76
Sector Subtotal	1	\$2,500.00	2	\$10,504.52	1	\$5,252.24	0	\$0.00	4	\$18,256.76
PUBLIC TWO-YEAR COLLEGES										
Crowder College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
East Central College	0	\$0.00	2	\$3,996.00	0	\$0.00	0	\$0.00	2	\$3,996.00
Jefferson College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Metropolitan Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Metropolitan Community College - Longview	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Metropolitan Community College - Maple Woods	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Mineral Area College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Moberly Area Community College	0	\$0.00	0	\$0.00	0	\$0.00	1	\$8,494.41	1	\$8,494.41
North Central Missouri College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Ozarks Technical Community College	0	\$0.00	0	\$0.00	0	\$0.00	2	\$10,763.59	2	\$10,763.59
St. Charles Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Louis Community College - Florissant Valley	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Louis Community College - Forest Park	0	\$0.00	0	\$0.00	0	\$0.00	1	\$2,428.45	1	\$2,428.45
St. Louis Community College - Meramec	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Louis Community College - Wildwood	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
State Fair Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Three Rivers Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sector Subtotal	0	\$0.00	2	\$3,996.00	0	\$0.00	4	\$21,686.45	6	\$25,682.45

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	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars		
PUBLIC TWO-YEAR TECHNICAL COLLEGE										
Linn State Technical College	0	\$0.00	1	\$3,720.00	0	\$0.00	0	\$0.00	1	\$3,720.00
Sector Subtotal	0	\$0.00	1	\$3,720.00	0	\$0.00	0	\$0.00	1	\$3,720.00
STATEWIDE LIBERAL ARTS UNIVERSITY										
Truman State University	0	\$0.00	1	\$6,465.60	0	\$0.00	0	\$0.00	1	\$6,465.60
Sector Subtotal	0	\$0.00	1	\$6,465.60	0	\$0.00	0	\$0.00	1	\$6,465.60
GRAND TOTAL	6	\$15,000.00	20	\$102,425.78	4	\$23,159.24	9	\$74,925.39	39	\$215,510.41

Missouri Department of Higher Education
Missouri Student Financial Assistance Programs
2012-2013 Payment Table
As of May 17, 2013

	GEAR UP Program		Minority Teaching Scholarship		Minority and Underrepresented Environmental Literacy Program		Advanced Placement Incentive Grant		Total Students	Total Dollars
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars		
1862 LAND-GRANT UNIVERSITIES										
Missouri University of Science and Technology	0	\$0.00	0	\$0.00	5	\$12,295.00	0	\$0.00	5	\$12,295.00
University of Missouri-Columbia	0	\$0.00	0	\$0.00	3	\$4,918.00	2	\$1,000.00	5	\$5,918.00
University of Missouri-Kansas City	1	\$2,950.00	2	\$3,000.00	0	\$0.00	0	\$0.00	3	\$5,950.00
University of Missouri-St. Louis	0	\$0.00	1	\$2,000.00	0	\$0.00	1	\$500.00	2	\$2,500.00
Sector Subtotal	1	\$2,950.00	3	\$5,000.00	8	\$17,213.00	3	\$1,500.00	15	\$26,663.00
1890 LAND-GRANT UNIVERSITY										
Lincoln University	0	\$0.00	1	\$2,000.00	0	\$0.00	0	\$0.00	1	\$2,000.00
Sector Subtotal	0	\$0.00	1	\$2,000.00	0	\$0.00	0	\$0.00	1	\$2,000.00
COMPREHENSIVE UNIVERSITIES										
Missouri State University	0	\$0.00	1	\$1,000.00	2	\$4,918.00	0	\$0.00	3	\$5,918.00
Missouri State University-West Plains	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Northwest Missouri State University	0	\$0.00	1	\$2,000.00	0	\$0.00	0	\$0.00	1	\$2,000.00
Southeast Missouri State University	0	\$0.00	0	\$0.00	1	\$2,459.00	0	\$0.00	1	\$2,459.00
University of Central Missouri	0	\$0.00	1	\$1,000.00	0	\$0.00	0	\$0.00	1	\$1,000.00
Sector Subtotal	0	\$0.00	3	\$4,000.00	3	\$7,377.00	0	\$0.00	6	\$11,377.00
INDEPENDENT INSTITUTIONS FOR ART & MUSIC										
Kansas City Art Institute	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sector Subtotal	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
INDEPENDENT TWO-YEAR COLLEGES										
Cottey College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Wentworth Military Academy and Junior College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sector Subtotal	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
INDEPENDENT UNIVERSITIES										
Saint Louis University	0	\$0.00	2	\$4,000.00	2	\$4,918.00	1	\$500.00	5	\$9,418.00
Washington University in St. Louis	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sector Subtotal	0	\$0.00	2	\$4,000.00	2	\$4,918.00	1	\$500.00	5	\$9,418.00
OTHER INDEPENDENT FOUR-YEAR INSTITUTIONS										
Avila University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Central Methodist University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
College of the Ozarks	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Columbia College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Culver-Stockton College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Drury University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Fontbonne University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Hannibal-LaGrange University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lindenwood University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Maryville University of Saint Louis	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Missouri Baptist University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00

Missouri Department of Higher Education
Missouri Student Financial Assistance Programs
2012-2013 Payment Table
As of May 17, 2013

	GEAR UP Program		Minority Teaching Scholarship		Minority and Underrepresented Environmental Literacy Program		Advanced Placement Incentive Grant		Total Students	Total Dollars
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars		
Missouri Valley College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Park University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Rockhurst University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Southwest Baptist University	0	\$0.00	1	\$2,000.00	0	\$0.00	0	\$0.00	1	\$2,000.00
Stephens College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Webster University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Westminster College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
William Jewell College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
William Woods University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sector Subtotal	0	\$0.00	1	\$2,000.00	0	\$0.00	0	\$0.00	1	\$2,000.00
PROFESSIONAL/TECHNICAL INSTITUTIONS										
Arcadia Valley Career Technology Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Barnes-Jewish College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Boonslick Technical Education Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Brookfield Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Cape Girardeau Career & Tech Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Career and Technology Center at Fort Osage	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Carrollton Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Carthage Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Cass Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Cleveland Chiropractic College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Clinton Technical School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Columbia Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Current River Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Dallas County Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Davis H. Hart Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Eldon Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Excelsior Springs Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Four Rivers Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Franklin Technology Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Gibson Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Grand River Technical School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Hannibal Career and Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Herndon Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Hillyard Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Kennett Career & Technology Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Kirksville Area Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lake Career & Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lamar Area Voc Tech School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lebanon Technology & Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lester E. Cox Medical Center/Cox College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lewis & Clark Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Lex La-Ray Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Logan College of Chiropractic	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00

Missouri Department of Higher Education
Missouri Student Financial Assistance Programs
2012-2013 Payment Table
As of May 17, 2013

	GEAR UP Program		Minority Teaching Scholarship		Minority and Underrepresented Environmental Literacy Program		Advanced Placement Incentive Grant		Total Students	Total Dollars
	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars		
Macon Area Vocational School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Moberly Area Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Nevada Regional Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
New Madrid R-I Tech Skills Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Nichols Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
North Central Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
North Technical	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Northland Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Northwest Technical School	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Ozark Mountain Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Pemiscot County Vocational School of Practical Nursing	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Perryville Area Car & Tech Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Pike-Lincoln Technical Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Poplar Bluff Technical Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Ranken Technical College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Research College of Nursing	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Rolla Technical Institute/Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Saint Luke's College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Saline County Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sikeston Career & Technology Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
South Central Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
South Technical	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Southeast Missouri Hospital College of Nursing and Health Sciences	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Southwest Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Louis College of Pharmacy	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Texas County Technical College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Unitec Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Warrensburg Area Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Waynesville Career Center	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sector Subtotal	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
PUBLIC FOUR-YEAR UNIVERSITIES										
Harris-Stowe State University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Missouri Southern State University	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Missouri Western State University	0	\$0.00	2	\$4,000.00	0	\$0.00	0	\$0.00	2	\$4,000.00
Sector Subtotal	0	\$0.00	2	\$4,000.00	0	\$0.00	0	\$0.00	2	\$4,000.00
PUBLIC TWO-YEAR COLLEGES										
Crowder College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
East Central College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Jefferson College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Metropolitan Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Metropolitan Community College - Longview	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Metropolitan Community College - Maple Woods	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00

Missouri Department of Higher Education
Missouri Student Financial Assistance Programs
2012-2013 Payment Table
As of May 17, 2013

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	Students	Dollars	Students	Dollars	Students	Dollars	Students	Dollars		
Mineral Area College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Moberly Area Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
North Central Missouri College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Ozarks Technical Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Charles Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Louis Community College - Florissant Valley	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Louis Community College - Forest Park	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Louis Community College - Meramec	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
St. Louis Community College - Wildwood	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
State Fair Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Three Rivers Community College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sector Subtotal	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
PUBLIC TWO-YEAR TECHNICAL COLLEGE										
Linn State Technical College	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
Sector Subtotal	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00	0	\$0.00
STATEWIDE LIBERAL ARTS UNIVERSITY										
Truman State University	0	\$0.00	0	\$0.00	0	\$0.00	25	\$12,500.00	25	\$12,500.00
Sector Subtotal	0	\$0.00	0	\$0.00	0	\$0.00	25	\$12,500.00	25	\$12,500.00
GRAND TOTAL	1	\$2,950.00	12	\$21,000.00	13	\$29,508.00	29	\$14,500.00	55	\$67,958.00

AGENDA ITEM SUMMARY

AGENDA ITEM

Academic Program Actions
Coordinating Board for Higher Education
June 10, 2013

DESCRIPTION

This agenda item reports all proposals for program actions reviewed by the Missouri Department of Higher Education since the April 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	3	1	5
Inactivated	1	2	0	0	3
Other Program Changes*	22	18	4	11	55
New	1	5	5	2	13
Off-site	1	2	1	1	5
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	1	1
Inactivated	0	0	0	1	1
Other Program Changes*	0	0	0	0	0
New	0	0	2	1	3
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.

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RECOMMENDED ACTION

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

ATTACHMENT(S)

Attachment A - Academic Program Actions

ACADEMIC PROGRAM ACTIONS

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

I. Programs Discontinued

St. Louis Community College

1. Current program:

AAS, Information Systems
 Computer Network Specialist

Approved change:
Delete program

Program as changed:
AAS, Information Systems (*deleted*)
 Computer Network Specialist

Missouri University of Science and Technology

1. Current program:

BS, Interdisciplinary Engineering

Approved change:
Delete program

Program as changed:
BS, Interdisciplinary Engineering (*deleted*)

University of Central Missouri

1. Current programs:

BS, Airport Management
BS, Flight Operations Management

Approved changes:
Delete programs

Programs as changed:
BS, Airport Management (*deleted*)
BS, Flight Operations Management (*deleted*)

University of Missouri-Columbia

1. Current program:

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MEd, Information Science and Learning Technology
Learning and Instruction
Educational Technology

Approved change:
Delete option in Learning and Instruction

Program as changed:
MEd, Information Science and Learning Technology
Learning and Instruction (*deleted*)
Educational Technology

II. Inactivated Programs

North Central Missouri College

1. Current program:

AAS, Accounting
Clerk Accounting
Professional Accounting

Approved change:
Inactivate option in Clerk Accounting

Program as changed:
AAS, Accounting
Clerk Accounting (*inactivated*)
Professional Accounting

2. Current program:

AAS, Agriculture and Natural Resources
Equine Management

Approved change:
Inactivate program

Program as changed:
AAS, Agriculture and Natural Resources (*inactivated*)
Equine Management

3. Current program:

C1, Agriculture and Natural Resources

Approved change:
Inactivate certificate

Program as changed:

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C1, Agriculture and Natural Resources (*inactivated*)

III. Approved Changes in Academic Programs

Metropolitan Community College

1. Current program:

AAS, CSIS

Approved change:

Addition of One-year Certificate (C1), Healthcare IT Technician developed from an approved existing parent degree

Program as changed:

AAS, CSIS

C1, Healthcare IT Technician

Mineral Area Community College

1. Current programs:

AAS, Civil Construction

AAS, Design and Drafting

AAS, Manufacturing Technology

Approved changes:

Create combination program out of closely allied existing programs in *Engineering Technology*

Add options in the following

Civil Architecture

Design and Drafting

Manufacturing

Program as changed:

AAS, Engineering Technology

Civil Architecture

Design and Drafting

Manufacturing

2. Current program:

AAS, Criminal Justice

Court Administration

Approved change:

Change title of option to *Judicial Administration*

Program as changed:

AAS, Criminal Justice

Judicial Administration

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3. Current program:

AAS, Medical Technology

Approved change:

Change title of program to *Radiologic Technology*

Program as changed:

AAS, Radiologic Technology

Moberly Area Community College

1. Current program:

AAS, Industrial Technology

Industrial Maintenance

Machine Tool

Power Plant

Approved changes:

Addition of option in Mechatronics to existing program

Addition of single-semester certificate (C0), Mechatronics developed from approved existing parent degree

Addition of One-year Certificate (C1), Mechatronics developed from approved existing parent degree

Addition of One-year Certificate (C1), Industrial Maintenance developed from approved existing parent degree

Addition of One-year Certificate (C1), Industrial Electrical Technical developed from approved existing parent degree

Addition of One-year Certificate (C1), Industrial Technology developed from approved existing parent degree

Addition of One-year Certificate (C1), Machine Tool developed from approved existing parent degree

Addition of One-year Certificate (C1), Power Plant Operations developed from approved existing parent degree

Program as changed:

AAS, Industrial Technology

Industrial Maintenance

Machine Tool

Mechatronics

Power Plant

C1, Mechatronics

C1, Industrial Maintenance

C1, Industrial Electrical Technical

C1, Industrial Technology

C1, Machine Tool

C1, Power Plant Operations

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North Central Missouri College

1. Current program:

N/A

Approved change:

Addition of free-standing single-semester certificate (C0), Pharmacy Technician

Program as changed:

C0, Pharmacy Technician

2. Current program:

C1, Agriculture and Natural Resources

Equine Management

Approved change:

Change title of certificate to *Equine Management*

Program as changed:

C1, Equine Management

3. Current program:

AAS, Accounting

AAS, Business Management

AAS, Business Technology

Approved changes:

Create combination program out of closely allied existing programs

Change title of program to *Business and Technology*

Add options in

Accounting

Business Management

Business Technology

Program as changed:

AAS, Business and Technology

Accounting

Business Management

Business Technology

4. Current program:

AAS, Agriculture and Natural Resources

Approved change:

Addition of single-semester certificate (C0), Crop Production developed from approved existing parent degree

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Program as changed:
AAS, Agriculture and Natural Resources
C0, Crop Production

5. Current program:

AAS, Industrial and Energy Systems

Approved changes:

Addition of single-semester certificate (C0), Industrial Maintenance Skills Certificate developed from approved existing parent degree program

Addition of single-semester certificate (C0), Manufacturing Skills Certificate developed from approved existing parent degree program

Program as changed:

AAS, Industrial and Energy Systems
C0, Industrial Maintenance Skills Certificate
C0, Manufacturing Skills Certificate

St. Louis Community College

1. Current program:

C0, Early Care and Education

Approved change:

Change nomenclature of program to One-year Certificate (C1), Early Care and Education

C1, Early Care and Education

State Fair Community College

1. Current program:

AAS, Accounting

Approved change:

Addition of One-year Certificate (C1), Basic Business Competencies to approved existing parent degree

Program as changed:

AAS, Accounting
C1, Basic Business Competencies

2. Current program:

AAS, Business Management
Management
Marketing & Retail
Office Management
Real Estate

Approved change:

Addition of One-year Certificate (C1), Basic Business Competencies to approved existing parent degree

Program as changed:

AAS, Business Management
Management
Marketing & Retail
Office Management
Real Estate

C1, Basic Business Competencies

3. Current program:

AAS, Metals Technology
Machine Tool Technology
Metals Technology
Welding Technology

Approved changes:

Addition of One-year Certificate (C1), Pipe Welding to approved existing parent degree

Addition of One-year Certificate (C1), Machinist Level I to approved existing parent degree

Addition of One-year Certificate (C1), Machinist Level II to approved existing parent degree

Program as changed:

AAS, Metals Technology
Machine Tool Technology
Metals Technology
Welding Technology

C1, Pipe Welding

C1, Machinist Level I

C1, Machinist Level II

4. Current program:

AAS, Industrial Technology
Electrical Maintenance
Machining & Mechanical Maintenance
Power Plant Maintenance
Welding & Technology

C2, Keiper Line Technician

Approved changes:

Change title of C2, Keiper Line Technician to *Johnson Controls Line Technician*
Addition of One-year Certificate (C1), Advanced Manufacturing Production Technician
to approved existing parent degree
Addition of One-year Certificate (C1), Maintenance Management to approved existing parent
degree
Addition of One-year Certificate (C1), Total Productive Maintenance to approved existing
parent degree

Program as changed:

AAS, Industrial Technology
Electrical Maintenance
Machining & Mechanical Maintenance
Power Plant Maintenance
Welding & Technology

C2, Johnson Controls Line Technician
C1, Advanced Manufacturing Production Technician
C1, Total Productive Maintenance
C1, Maintenance Management

Southeast Missouri State University

1. Current program:

BS
Athletic Training

Approved change:

Change nomenclature to BSAT

Program as changed:

BSAT

2. Current program:

MS, Technology Management
Facilities Management
Industrial Education / Training & Development
Manufacturing Systems
Telecommunications Systems
Workplace Environment & Health Safety
Customized

Approved changes:

Addition of the following options to approved existing parent degree
3D Animation and Gaming
Cybersecurity

Program as changed:

MS, Technology Management

3D Animation and Gaming
Cybersecurity
Facilities Management
Industrial Education / Training & Development
Manufacturing Systems
Telecommunications Systems
Workplace Environment & Health Safety
Customized

University of Central Missouri

1. Current program:

BS, Computer Science

Approved changes:

Addition of the following options to approved existing parent degree

Applied Computer Science

Computer Science

Computer Networking and Security—Applications Development

Game Development

Program as changed:

BS, Computer Science

Applied Computer Science

Computer Science

Computer Networking and Security—Applications Development

Game Development

3. Current program:

MS, Information Systems

Approved change:

Change title of program to *Computer Information Systems and Information Technology*

Program as changed:

MS, Computer Information Systems and Information Technology

4. Current program:

MS, Speech-Language Pathology and Audiology

Approved change:

Change title of program to *Speech Language Pathology*

Program as changed:

MS, Speech Language Pathology

University of Missouri-Columbia

1. Current program:

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N/A

Approved change:

Addition of free-standing graduate certificate (GRCT), Life Science Innovation and Entrepreneurship

Program as changed:

GRCT, Life Science Innovation and Entrepreneurship

2. Current program:

DNP

- Clinical Nurse Specialist
- Family Mental Health Nurse Practitioner
- Family Nurse Practitioner
- Pediatric Clinical Nurse Specialist
- Pediatric Nurse Practitioner

Approved changes:

Change title of option in Clinical Nurse Specialist to *Adult -Gerontology Clinical Nurse Specialist*

Addition of graduate certificate (GRCT), Adult-Gerontology Clinic Nurse Specialist

Program as changed:

DNP

- Adult-Gerontology Clinical Nurse Specialist
- Family Mental Health Nurse Practitioner
- Family Nurse Practitioner
- Pediatric Clinical Nurse Specialist
- Pediatric Nurse Practitioner

GRCT, Adult-Gerontology Clinical Nurse Specialist

4. Current program:

MA, Journalism

Approved changes:

Addition of the following options to approved existing degree

- Health Communication
- Interactive Media
- Media Management
- Strategic Communication

Program as changed:

MA, Journalism

Health Communication

- Interactive Media
- Media Management

Strategic Communication

University of Missouri-Kansas City

1. Current program:

BBA

- Enterprise Management
- Entrepreneurship
- Finance
- Marketing

Approved change:

Addition of option in Real Estate

Program as changed:

BBA

- Enterprise Management
- Entrepreneurship
- Finance
- Marketing
- Real Estate

2. Current program:

BS, Biology

- Bioinformatics
- Biotechnology
- Cellular and Molecular Basis of Health and Disease
- Clinical Laboratory Sciences

Approved change:

Addition of option in Biomedical Sciences

Program as changed:

BS, Biology

- Bioinformatics
- Biomedical Sciences
- Biotechnology
- Cellular and Molecular Basis of Health and Disease
- Clinical Laboratory Sciences

3. Current program:

DNP (*in coll. with University of Missouri-Columbia, University of Missouri-St. Louis*)

Approved change:

Addition of options in:

- Adult-Gerontology Nurse Practitioner
- Family Nurse Practitioner
- Pediatric Nurse Practitioner

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Women's Health Nurse Practitioner
Nurse Anesthesia

Program as changed:

DNP (*in coll. with University of Missouri-Columbia, University of Missouri-St. Louis*)

Adult-Gerontology Nurse Practitioner
Family Nurse Practitioner
Pediatric Nurse Practitioner
Women's Health Nurse Practitioner
Nurse Anesthesia

4. Current program:

MBA

Finance
General Management
International Business Entrepreneurship
Leadership and Change in Human Systems
Management Information Systems
Marketing
Supply Chain and Operations Management

Approved change:

Addition of option in Real Estate

Program as changed:

MBA

Finance
General Management
International Business Entrepreneurship
Leadership and Change in Human Systems
Management Information Systems
Marketing
Real Estate
Supply Chain and Operations Management

5. Current program:

MS, Oral Biology

Approved change:

Change title of program to *Oral and Craniofacial Sciences*

Program as changed:

MS, Oral and Craniofacial Sciences

6. Current program:

1. N/A

Approved change:

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Addition of Graduate Certificate (GRCT), Health Professions Education

Program as changed:
GRCT, Health Professions Education

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

Park University

1. Current program:

MAT, Alternative Certification

Approved change:
Inactivate program

Program as changed:
MAT, Alternative Certification (*inactivated*)

2. Current program:

MEd, Early Childhood Education

Approved change:
Delete program

Program as changed:
MEd, Early Childhood Education (*deleted*)

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.

Crowder College

1.) AAS, Engineering Technology (*for delivery on the main campus and off-site in Cassville, Nevada, Webb City, and online*).

Jefferson College

1.) AAS, Computer Information Systems

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C2, Criminal Justice Cyber Security

Lincoln University

- 1.) MS, Natural Sciences

Ozarks Technical Community College

- 1.) AA, Business
- 2.) Associate of Interdepartmental Studies

Missouri State University

- 1.) BAS, Hospitality and Restaurant Administration
- 2.) Master of Occupational Therapy (MOT)

Southeast Missouri State University

- 1.) BA, Social Science (*for delivery on main campus and off-site at Kennet, Malden, and Sikeston*)

Three Rivers Community College

- 1.) General Education Certificate (*for delivery on main campus and off-site at Malden, Sikeston, Kennett, and Dexter*)
- 2.) AS, Pre-Optometry (*for delivery on main campus and off-site at Malden, Sikeston, Kennett, and Dexter*)

University of Central Missouri

- 1.) BSBA, Hospitality Management (*for delivery on main campus and off-site at Summit Center*)

University of Missouri-Columbia

- 1.) BS, Psychology
- 2.) BS, Philosophy

Off-site

Crowder College

- 1.) AS, Occupational Therapy Assistant (*for delivery at the Webb City Campus*).

Moberly Area Community College

- 1.) AAS, Industrial Technology (*for delivery at the Columbia Higher Education Center*)
 - Machine Tool
 - Power Plant Operations
 - Industrial Maintenance
 - Industrial Electrical Technician

Northwest Missouri State University

- 1.) MEd, Educational Leadership: K-12 (*for delivery off-site at Chillicothe School District*)

State Fair Community College

- 1.) C2, Professional Certificate, LPN (*for delivery off-site at Boonslick Technical Education Center*)

University of Missouri-St. Louis

- 1.) BSN-Completion, Nursing (*for delivery off-site at St. Louis Community College, SSM Healthcare System [Clinical Learning Institute], St. John's Mercy Hospital*)

Residence Centers

Crowder College

- 1.) Carthage Technical Center
- 2.) Lamar Career and Technical Center
- 3.) Mt. Vernon Art and Recreation Center
- 4.) Scott Regional Technology Center

State Fair Community College

- 1.) Boonslick Technical Educational Center

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

Columbia College

- 1.) BA, Public Administration
- 2.) BS, Public Administration

Missouri Valley College

- 1.) MA, Community Counseling

AGENDA ITEM SUMMARY

AGENDA ITEM

Coordinating Board for Higher Education
Establishment of Council of Chief Academic Officers
June 10, 2013

DESCRIPTION

This agenda item provides background information on the establishment of the Council of Chief Academic Officers.

The existence of a statewide committee such as the Committee on Transfer and Articulation is vital to the effectiveness of the MDHE. Currently, COTA membership is comprised of presidents and chancellors. Most of the issues coming before COTA, however are best taken up by the institutions' chief academic officers rather than their chief executive officers.

At a joint meeting in February, COTA and COTA-AC discussed this and other issues regarding the future of COTA. Initially, the conversation focused on simply changing COTA's membership from CEOs to CAOs. As the discussion continued, we began to see the value of establishing an advisory body to the MDHE that could facilitate communication between the department and the institutions, as well as help shape the state's agenda for higher education. Therefore, both COTA and MDHE recommend the formation of the Council of Chief Academic Officers.

The CCAO would function much as has COTA, that of an advisory body to the commissioner of higher education but also to the assistant commissioner for academic affairs. The CCAO would be comprised of chief academic officers appointed by the commissioner of higher education in consultation with the Presidential Advisory Council. The Council will have 13 members: four representatives from the four-year public institutions, four representatives from the community colleges, one representative from the technical college, two representatives from the independent colleges and universities, and one representative from the proprietary institutions.

The MDHE assistant commissioner for academic affairs is an ex officio voting member of the council, chairs its meetings, sets its agenda in consultation with the commissioner and the CCAO, and reports to the commissioner and CBHE on behalf of the CCAO.

The CCAO will recommend revisions to CBHE policies as necessary and appropriate; provide counsel to the MDHE in mediating disagreements over policy interpretation and application; and provide a direct line of communication to all institutions of higher education through the PAC, COPHE, MCCA, and ICUM. The CCAO would meet face-to-face quarterly, with additional meetings held as needed via teleconference or telepresence. The CCAO would redefine the composition and role of COTA and other statewide committees and taskforces, and also help to identify the need to form ad hoc or permanent committees for specific issues or initiatives.

This MDHE circulated this proposal to the chief academic officers from all sectors of higher education in Missouri. The assistant commissioner for academic affairs discussed the proposal at length via teleconference with the public four-year CAOs and in a face-to-face meeting with the CAOs representing the Missouri Community College Association (MCCA). The commissioner of higher education and the assistant commissioner for academic affairs met with the presidents and chancellors of the MCCA to discuss the proposed council. Several chief academic officers from both the independent and proprietary sectors conveyed their support of the CCAO to the assistant commissioner for academic affairs.

The MDHE believes the Council of Chief Academic Officers will greatly improve communication between the department and the institutions, and among the different educational sectors. It will provide a venue in which the MDHE and all sectors of higher education are represented to discuss issues of common interest and concern, and move the state's agenda for higher education forward.

STATUTORY REFERENCE

n/a

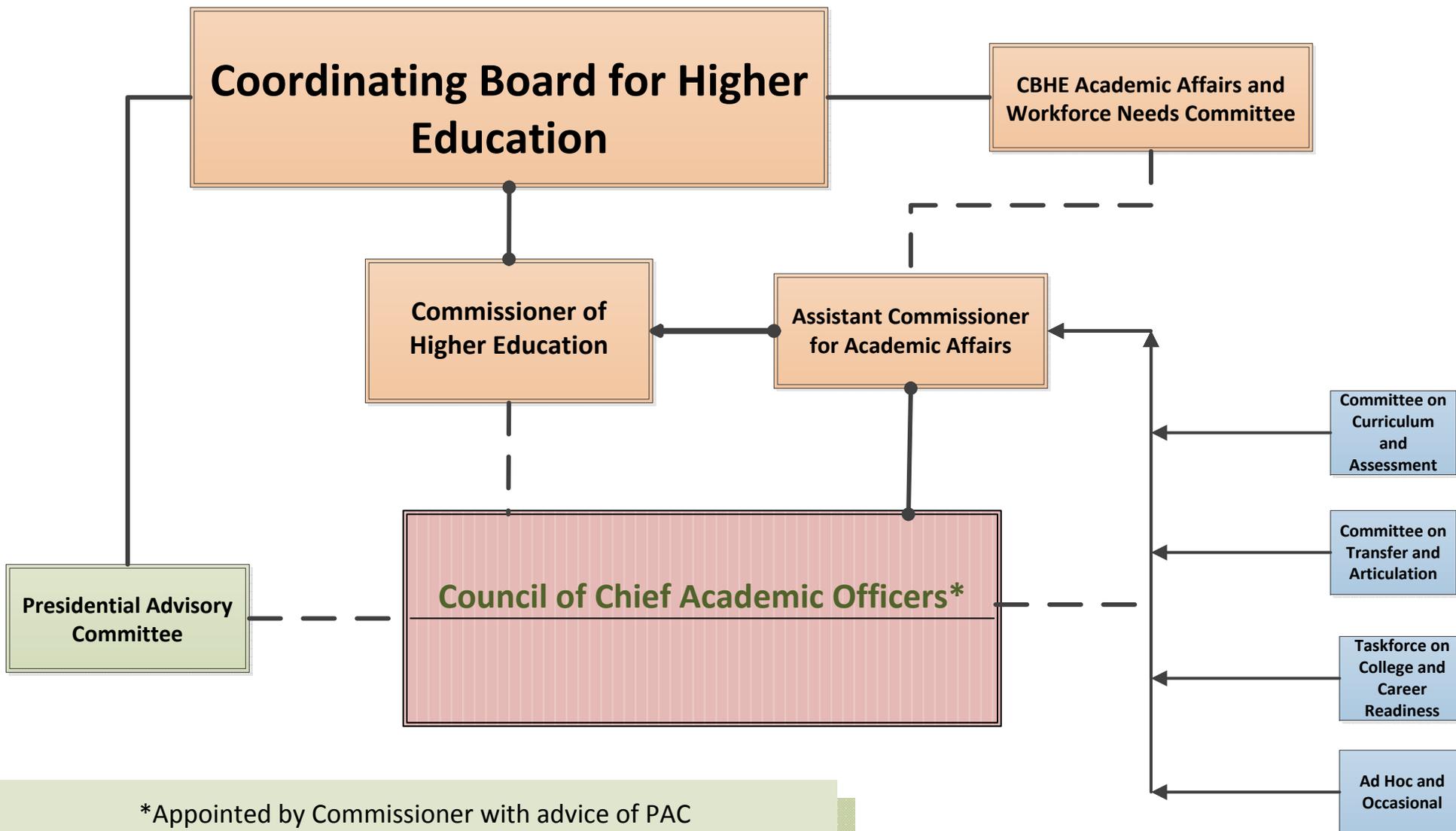
RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education approve the creation of the Council of Chief Academic Officers, and direct the Commissioner of Higher Education to take action to get the council functioning as quickly as possible.

ATTACHMENT(S)

Reporting structure of CCAO

Reporting Structure through Council of Chief Academic Officers



*Appointed by Commissioner with advice of PAC
 -Assistant Commissioner for Academic Affairs, ex officio
 -Four representatives from public four-year sector
 -Four representatives from public two-year sector
 -One representative from the technical college
 Two representatives from independent sector
 -One representative from proprietary sector

AGENDA ITEM SUMMARY

AGENDA ITEM

Proprietary School Certification Actions and Reviews
Coordinating Board for Higher Education
June 10, 2013

DESCRIPTION

All program actions that have occurred since the April 4, 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, school closures and annual recertification.

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)

None

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

None

Applications Pending Approval (Authorization for Instructional Delivery)

Cox College
Springfield, Missouri

This long-standing private, not-for-profit school is seeking voluntary certification through the MDHE in order to confirm its state authorization as a postsecondary education institution for purposes of federal student aid eligibility. The institution offers certificate programs in nursing, medical transcription, and medical billing and coding; associate degree programs in nursing, radiography, and medical assisting; baccalaureate degrees in nursing and diagnostic imaging; and masters degree programs in nursing, nutritional diagnostics and occupational therapy. The mission of the school is to demonstrate a commitment to excellence by meeting the educational needs of students and the health care community. This school is accredited by the Higher Learning Commission of the North Central Association. The nursing programs are accredited by the Commission of Colleges of Nursing Education (CCNE) and the National League for Nursing Accreditation Commission (NLNAC), and the diagnostic programs are accredited by the Joint Review Committee on Education in Diagnostic Medical Sonography (JRCDMS).

Goldfarb School of Nursing at Barnes Jewish College
St. Louis, Missouri

This long-standing private, not-for-profit school is seeking voluntary certification through the MDHE in order to confirm its state authorization as a postsecondary education institution for purposes of federal student aid eligibility. This institution offers bachelor's, master's, and doctoral-level degrees in nursing and nursing practice. The mission of the school is to be an academic center of nursing excellence to advance learning, research and innovation that leads to improved health outcomes for the communities it serves. This school is accredited by the Higher Learning Commission of the North Central Association, and the baccalaureate and masters nursing programs are programmatically accredited by the Commission of Colleges of Nursing Education (CCNE).

Lincoln Institute of Health and Technology, LLC
St. Louis, Missouri

This for-profit school proposes to offer non-degree programs in business administration and computer applications. The mission of the school is to provide students with quality higher education and a sound sense of altruistic ethics. This school is not accredited.

Missouri Travel Academy and Placement
St. Louis, Missouri

This private, for-profit school proposes to offer a non-degree program in travel agent training. The mission of the school is to provide students with the highest and most consistent standard of education within the travel industry. This school is not accredited.

New Reflections Technical Institute
Kansas City, Missouri

This private, for-profit school proposes to offer non-degree programs in pharmacy technology, medical, dental and nurse assisting, accounting, office administration, and commercial truck driving. The mission of the school is to create a coherent system of training to increase academic achievement where participants will have the ability to compete in a complex and technologically oriented society. This school is not accredited.

Southeast Hospital College of Nursing & Health Sciences
Cape Girardeau, Missouri

This long-standing private, not-for-profit school is seeking voluntary certification through the MDHE in order to confirm its state authorization as a postsecondary education institution for purposes of federal student aid eligibility. This institution offers certificate programs in medical laboratory science and surgical technology, and associate degrees in nursing and radiologic technology. The mission of the school is to respond to the educational needs of the region by preparing qualified healthcare professionals. This school is accredited by the Higher Learning Commission of the North Central Association; the nursing programs are accredited by the National League for Nursing Accreditation Commission (NLNAC); the surgical technology program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP); the radiologic technology program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT); and the medical laboratory science program is accredited by the National Accrediting Agency for Clinical Laboratory Science (NAACLS).

Western Governors University-Missouri
Missouri location currently undetermined

This private, not-for-profit institution, based in Salt Lake City, Utah, proposes to establish a physical site in Missouri as the base for its Missouri-branded operations. Pursuant to Executive Order 13-04, Governor Nixon has directed the Missouri Department of Higher Education to “a) recognize, endorse, and support on line competency-based education as an important component of Missouri's higher education system; b) eliminate any unnecessary barriers to WGU-Missouri's operation and delivery of such education programs; and c) work with WGU-Missouri to integrate its academic programs and services into the state's higher education goals, policy, and evaluation.” The institution offers online bachelor’s and master’s degrees in education, business, information technology, and healthcare related fields. Progression through an instructional program is determined by demonstrating competency in subject areas through carefully designed assessments, including objective exams, research papers, assignments, projects, and essays. The mission of the school is to expand access to affordable higher education for Missouri residents through online, competency-based degree programs that address key workforce needs. This school is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

Applications Pending Approval (Authorization Only to Recruit Students)

Drive-Train, LLC
Dyersburg, Tennessee

This for-profit school seeks to recruit students for a non-degree program in commercial truck driver training. The mission of the school is to provide opportunities for students to increase their knowledge with the highest quality instruction possible. This school is not accredited.

Exemptions Granted

Empowerment Bible University
St. Roberts, Missouri

This not-for-profit institution, operated by Shekinah Tabernacle Ministries, was exempted as “a not for profit school owned, controlled and operated by a bona fide religious or denominational organization which offers no programs or degrees and grants no degrees or certificates other than those specifically designated as theological, bible, divinity or other religious designation.” This school is not accredited.

Kingdom Truth Bible College
Wentzville, Missouri

This not-for-profit institution, operated by Life Changers, Inc., was exempted as “a not for profit school owned, controlled and operated by a bona fide religious or denominational organization which offers no programs or degrees and grants no degrees or certificates other than those specifically designated as theological, bible, divinity or other religious designation.” This school is not accredited.

Applications Withdrawn

None

Applications Denied

None

School Closures

Lesley University (Blue Springs and Columbia Campuses)
Cambridge, MA

This accredited (New England Association of Schools and Colleges) not-for-profit school offers undergraduate and graduate degree programs through traditional classroom study and distance education. The school recently made the decision to cease operations in Missouri. For purposes of the certification program, this constitutes a school closure. Department staff monitored the closure process to ensure Missouri students were able to complete their programs of instruction and verified the appropriate storage of all student related records, as required by Missouri statutes. Compliance with those requirements has been confirmed, and the closure process is considered complete.

Sanford-Brown College
Hazelwood, Missouri

This accredited (Accrediting Council for Independent Colleges and Schools) for-profit school offered associate degrees and certificates in business and allied health programs. Career Education Corporation made the decision to close the Sanford-Brown Colleges currently in operation in Missouri, and the Hazelwood campus is the first of these to finalize closure. Department staff monitored the closure process to ensure students were able to complete their programs of instruction and verified the appropriate storage of all student related records, as required by Missouri statutes. Compliance with those requirements has been confirmed, and the closure process is considered complete.

Applications Pending Approval (Annual Recertification)

The following is a listing of institutions that submitted applications for recertification for the 2013-2014 certification year. Pending satisfactory response to staff review, it is expected that all listed schools will receive a certificate of approval for the 2013-2014 certification year, which will begin on July 1, 2013.

Authorization for Instructional Delivery

A Gathering Place-Wellness Ed. Center	Maryland Heights, MO
American College of Technology#	Saint Joseph, MO
American Trade School	Overland, MO
American Woodworking Academy	Fenton, MO
Anthem College*	Maryland Heights, MO
Anthem College-KC**	Kansas City, MO
Aviation Institute of Maintenance	Kansas City, MO
Baker University**	Kansas City, MO
Baker University**	Lee's Summit, MO
Baker University**	St. Joseph, MO
Barbizon School of Clayton	Clayton, MO
BKA Medical Training Center	St. Louis, MO
Benedictine College	Kansas City, MO
Broadcast Center	St. Louis, MO
Brown Mackie College	St. Louis, MO
Bryan University	Springfield, MO
C-1 Truck Driver Training	Strafford, MO
Canine Specialty Training	Independence, MO
Center for Practical Bioethics	Kansas City, MO
Central Missouri Dental Assisting	Warrensburg, MO
Chamberlain College of Nursing	St. Louis, MO
Cherry Hill Dental Program of Dental Assisting	Columbia, MO
City Pointe Beauty Academy	Webb City, MO
City Vision College#	Kansas City, MO
Colorado Technical University**	North Kansas City, MO
Concorde Career College	Kansas City, MO
Concordia University–Nebraska	Kansas City, MO
Daruby School*	St. Louis, MO
Dental Assisting of West County	Ellisville, MO
DeVry University**	Kansas City, MO
DeVry University**	Kansas City, MO
DeVry University**	St. Louis, MO
Elements of Wellness School of Massage	St. Louis, MO
Everest College**	Earth City, MO
Everest College	Kansas City, MO

Everest College	Springfield, MO
Focuspath Professional Training	St. Louis, MO
Global University#	Springfield, MO
Graceland University	Cameron, MO
Graceland University	Chillicothe, MO
Graceland University**	Independence, MO
Graceland University**	Trenton, MO
Grantham University#	Kansas City, MO
Guadalupe Culinary Arts Institute	Kansas City, MO
H & R Block Eastern Tax Service*	Kansas City, MO
Healing Arts Center	Maplewood, MO
Healthcare Education	Florissant, MO
Heartfelt Training Program	Kansas City, MO
Heartland Horseshoeing School	Lamar, MO
Heritage College**	Kansas City, MO
Hickey College	St. Louis, MO
Hi-Tech Charities	St. Louis, MO
Hope Montessori Educational Institute	Lake St. Louis, MO
IHM Academy of EMS*	St. Louis, MO
International Institute of Metro St. Louis	St. Louis, MO
International School of Professional Bartending	Kansas City, MO
ITT Technical Institute**	Arnold, MO
ITT Technical Institute	Earth City, MO
ITT Technical Institute**	Kansas City, MO
ITT Technical Institute**	Springfield, MO
Jackson Hewitt Tax School	Warrenton, MO
JobKey Institute	St. Louis, MO
Just Practice Yoga	St. Louis, MO
Kansas City Center/Montessori Education	Kansas City, MO
Kaplan University-Missouri**	St. Louis, MO
L'Ecole Culinaire	St. Louis, MO
Laurel Institute for Dental Assistants	St. Peters, MO
Le Cordon Bleu College of Culinary Arts	St. Peters, MO
MERS/Missouri Goodwill Industries*	St. Louis, MO
Metro Business College*	Cape Girardeau, MO
MidAmerica Nazarene University**	Kansas City, MO
Midwest Institute	Kirkwood, MO
Midwest Technical Institute	Springfield, MO
Midwestern Training Center	Hazelwood, MO
Missouri Auction School	Grandview, MO
Missouri College	St. Louis, MO
Missouri Montessori Teacher Education Program	Chesterfield, MO
Missouri Taxidermy Institute	Linn Creek, MO
Missouri Tech	St. Louis, MO
Missouri Welding Institute, Inc.	Nevada, MO
Montessori Training Center of St. Louis	St. Louis, MO

National American University*/**	Independence, MO
National American University*/**	Weldon Springs, MO
New Horizons Computer Learning Center	Springfield, MO
Olivet Nazarene University**/#	Bourbonnais, IL
On-Line Training Center	Ferguson, MO
Ottawa University**	Lee's Summit, MO
Petropolis Academy of Grooming & Training	Chesterfield, MO
Pinnacle Career Institute*	Kansas City, MO
Premier Knowledge Solutions, Inc.	St. Louis, MO
Professional Massage Training Center	Springfield, MO
Quality Testing Services	Maryland Heights, MO
Research Medical Center	Kansas City, MO
Route 66 CDL & Apprenticeship	Strafford, MO
Sanford-Brown College*	Fenton, MO
Sanford-Brown College*	St. Peters, MO
Southern Missouri Truck Driving School	Malden, MO
Southwest Missouri Allied Health Education	West Plains, MO
Specialized Metalwork	Springfield, MO
St. Charles Flying Service	St. Charles, MO
St. Louis College of Health Careers*	St. Louis, MO
St. Luke's Hospital of Radiologic Technology	Kansas City, MO
St. Luke's Hospital of DMS	Kansas City, MO
Stevens Institute of Business & Arts	St. Louis, MO
Strayer University*/**	Kansas City, MO
Strayer University*/**	St. Louis, MO
Summit Dental Assisting Academy	Lee's Summit, MO
The Art Institute of St. Louis**	St. Louis, MO
The Bartending Institute	St. Louis, MO
The George Washington University	St. Louis, MO
The Tom Rose School	High Ridge, MO
TXK Technology Center	Springfield, MO
University of Mary**	Kansas City, MO
University of Phoenix**	Kansas City, MO
University of Phoenix**	Springfield, MO
University of Phoenix**	St. Louis, MO
Urban League Business Training Center	St. Louis, MO
Vatterott College*	Berkeley, MO
Vatterott College**	St. Joseph, MO
Victory Trade School	Springfield, MO
WellSpring School of Allied Health	Kansas City, MO
Westwind CDL Training Center	Cuba, MO
Wild Trophies Taxidermy	Winfield, MO
Witte Truck Driving School	Troy, MO
W.T.I. Joplin Campus	Joplin, MO
Yuppy Puppy Pet Styling Academy	O'Fallon, MO

Authorization Only to Recruit Students

Anthem College-AZ	Phoenix, AZ
Ashford University*/#	Clinton, IA
At-Home Professions#	Fort Collins, CO
DeVry University	Phoenix, AZ
Grand Canyon University	Phoenix, AZ
Kaplan University-Online#	Ft. Lauderdale, FL
Lincoln College of Technology*	Indianapolis, IN
Lincoln College of Technology-TN	Nashville, TN
National American Univ-Distance Education#	Rapid City, SD
Rasmussen College#	Bloomington, MN
Redstone College	Broomfield, CO
Spartan College of Aeronautics & Technology	Tulsa, OK
Strayer University#	Washington, DC
Tulsa Welding School*	Tulsa, OK
Universal Technical Institute*	Phoenix, AZ
Universal Technical Institute	Avondale, AZ
Universal Technical Institute	Glendale Heights, IL
Universal Technical Institute	Houston, TX
University of Phoenix Online#	Phoenix, AZ
University of Southern California	Los Angeles, CA
Wyoming Technical Institute*	Laramie, WY
WyoTech	Ormand Beach, FL

* Denotes main campus of a multi-campus system.

** Denotes a Missouri location for an institution based outside of the state.

Denotes an institution that primarily offers distance education programs.

AGENDA ITEM SUMMARY

AGENDA ITEM

Coordinating Board for Higher Education
College Access Challenge Grant
June 10, 2013

DESCRIPTION

The College Access Challenge Grant was established by Congress as part of the College Cost Reduction and Access Act of 2007. The purpose of the grant is to foster partnerships among federal, state and local governments in assisting low-income, middle and high school students in gaining access to and succeeding in postsecondary education. This agenda item provides an update regarding the status of the grant and MDHE activities currently funded through the grant.

Activities

Competitive Sub-grant Process

The MDHE continues to administer a sub-grant program which plays a significant role in helping students and families prepare for and succeed in higher education. For the current award period (Cycle 5), the MDHE received 31 grant proposals and were able to award 21 of those proposals a total of approximately \$1.6 million. A listing of the Cycle 5 grant proposals that received funding is attached.

A review committee of external reviewers with expertise in both secondary and postsecondary education evaluated the proposals. Funded proposals were closely aligned to the following objectives:

- Providing effective information to students and families on postsecondary education benefits, opportunities, planning, and career preparation;
- Providing actionable information on financing options, including activities that promote financial literacy, debt avoidance and management among students and families;
- Conducting outreach activities for students who may be at risk of not enrolling in or completing college;
- Assisting prospective and continuing students in the completion of the Free Applicant for Federal Student Aid (FAFSA); and
- Tracking student FAFSA completion.

It is anticipated that for Cycle 5 more than 39,000 students throughout the state will receive outreach services thanks to the CACG. Since the award of the first CACG funds in 2008, over 212,000 students from across the state have received information about planning and preparing for college as well as other education-related support services through funded sub-grant proposals.

Coordinating Board for Higher Education
June 10, 2013

MDHE Financial Literacy and College Access Activities

The MDHE continues to focus a considerable effort in the area of financial literacy and planning for postsecondary education. These materials include several targeted publications. “*Smart About Spending*” is designed to increase the number of students who are financially knowledgeable and are prepared to make wise choices about their financial future, including decisions about careers and education. “*Planning for Financial Success*” includes a calendar for both high school and college students complete with financial literacy and money management tips to help guide students throughout the year. The booklet provides resources on a range of topics including financing your education, putting money into savings, and a budget worksheet. CACG funding also supports the College Portfolio, an expandable, tabbed portfolio that helps high school seniors and other college-bound students stay organized throughout the postsecondary admissions and financial aid application processes. The tabs also provide resources related to the FAFSA, institutional records, student loans, correspondence & forms, and MDHE publications and other references.

MDHE Direct Services and Activities

The MDHE provides direct services and activities to high school students and families. For this current award cycle, the department participated in 120 outreach events throughout the state. These events included college fairs, college nights, and financial literacy workshops. A total of 15,289 packets of promotional items and printed materials were distributed at these events that reached over 18,500 students and families.

College Goal Sunday SM program (titled FAFSA Frenzy in Missouri)

The CACG funds are also used to assist with College Goal Sunday activities, which are branded as “FAFSA Frenzy” in Missouri. During the current award cycle, there were 55 FAFSA Frenzy events conducted across the state with a total of 1,470 students and families being assisted in completing the FAFSA, a 5.6% increase over last year’s total. In addition, more than 600 individuals volunteered to assist with FAFSA Frenzy sites throughout the state. FAFSA Frenzy makes applying for financial aid easier by providing students with free, on-site help filling out the FAFSA which is the first step in applying for federal and state aid.

Focus on Missouri Conference 2013

On March 7, 2013, the MDHE partnered with the University of Missouri to host the fourth annual statewide college access conference in Columbia, Missouri. This year’s conference promoted proactive action with participants being introduced to a “Scaling Up” framework, which highlights critical steps leaders should take to effectively bring promising practices to scale. Participants heard from featured Missouri-based organizations who shared their experiences with successfully scaling up student access strategies.

Current Status

On May 15, 2013, the MDHE submitted its annual performance report to the United States Department of Education as required by program regulations. Included in that report is information concerning the state’s compliance with the maintenance of effort (MOE) requirement that is part of the enabling federal statute.

The MOE requirement is intended to encourage participating states to maintain funding levels for higher education. In essence, the requirement mandates that, in order to be eligible to receive a grant award, the state must maintain its level of funding at or above the previous five-year average for the operating budgets of public institutions of higher education and student financial aid to students attending private institutions. The statute provides the Secretary of Education with the authority to grant a waiver from this requirement “if it is determined such a waiver would be equitable due to exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in financial resources of a State.”

Based on the statutory formula, Missouri does not meet the MOE requirement for the next cycle of this grant, which begins in August of 2013. This fact does not affect grant funds that have already been awarded, including those reported in this agenda item. As a result, the MDHE, in cooperation with the Office of Budget and Planning in the Office of Administration, provided a waiver request to the US Department of Education along with the annual performance report. It is anticipated a decision on that request will be made before the August start of the next grant cycle.

Conclusion

While there are limited resources dedicated to college access here in Missouri, the MDHE, in partnership with the sub-grant recipients, are providing important support and outreach to assist low-income and underrepresented students and families plan for a postsecondary education.

STATUTORY REFERENCE

Section 173.050 RSMo, Powers of the coordinating board.

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

Attachment A - College Access Challenge Grant Cycle 5 Sub-Grant Award Summary

Attachment B - College Access Challenge Grant Cycle 5 Missouri Map



Missouri Department of Higher Education
College Access Challenge Grant Cycle 5 Sub-Grant Award Summary

College Bound St. Louis (Awarded \$100,000—St. Louis, MO)

College Access Challenge Grant funds will assist College Bound with their seven-year action plan for low-income, first-generation students and families. College Bound provides the tools and resources to help students apply to and attain post-secondary degrees. College Bound provides weekly classes on “college knowledge” ranging from admission requirements, types of postsecondary schools, developing study skills, college application completion, scholarship research, essay writing, career exploration, financial literacy and standardized test preparation.

College Summit (Awarded \$100,000—St. Louis, MO)

College Summit provides a comprehensive college access and preparation program to 15 partner schools in the St. Louis area as they continue building a systemic college-going culture. Tools, resources, and support provided by College Summit will include:

- A structured postsecondary planning course for 2,545 students;
- Professional development and onsite coaching for educators to successfully implement College Summit’s curricula;
- College immersion summer workshops and leadership trainings for a core group of preselected influential students from each school; and
- Real-time data to manage school-wide postsecondary preparation and transition.

De La Salle Middle School (Awarded \$99,964—St. Louis, MO)

De La Salle Middle School will provide effective information to students and families, beginning in middle school, on postsecondary education benefits, opportunities, and planning as well as career preparation. De La Salle Middle School will also provide actionable information on financing options, including activities that promote financial literacy, debt avoidance and financial management among students and their families. De La Salle Middle School is creating a college-bound culture starting in middle school and encouraging middle school students to attend college preparatory high schools.

Drury University (Awarded \$58,506—Springfield, MO)

Drury University, in close partnership with the Springfield Public Schools, conducts the Drury Scholars Program (DSP), which is a yearlong mentoring and tutoring initiative. The program has been in place since 2008 and provides academic and cultural enrichment activities to center-city school students in Springfield. College Access Challenge Grant funds will help expand the current program by allowing DSP to recruit more students, strengthen the yearlong mentoring programs, and provide programs that will help students apply for and finance a college education.

Harris-Stowe State University (Awarded \$51,161—St. Louis, MO)

The 2013-2014 HSSU Financial Awareness Outreach Program will serve area low-income middle and high school students as well as parents, non-traditional students, and continuing education students. Harris-Stowe State University has created an opportunity for these individuals to receive pertinent information regarding financial aid, responsible use of credit, post-secondary education, and the process for completing the FAFSA. The main features of the program are workshops and interactive sessions that offer participants support and encouragement every step of the way.

Infinite Scholars Program of Missouri (Awarded \$93,853—St. Louis, MO)

The Infinite Scholars Program provides a combination of comprehensive college access activities and career opportunity awareness activities to students and their families. One of the goals of the Infinite Scholars Program is to increase the number of socio-economically disadvantaged high school seniors completing the FAFSA and applying to college. Activities being conducted include college readiness and financial aid workshops, Scholarship Fairs, college tours, ACT prep workshops, and mentoring.

Metropolitan Community College and the Career Education Consortium (Awarded \$71,734—Kansas City, MO)

College Access Challenge Grant funds will be used for the FAST Project (Finding Academic Success in Transitions) which serves six geographically diverse school districts in the metropolitan Kansas City area. The project will provide effective and actionable information on the benefits of a postsecondary education. FAST will assist students and families in completing the FAFSA and engage students who are at risk of not exploring a postsecondary education.

Missouri College Advising Corps (The University of Missouri – Columbia) (Awarded \$100,000—Columbia, MO)

The Missouri College Advising Corps (MCAC) program provides college access support and activities to 26 partner high schools in the state. MCAC will utilize grant funds to support activities within their five rural partner high schools in south central Missouri. Students and families in Potosi, Salem, St. Clair, St. James and Sullivan will receive near-peer advising to help them plan for college. MCAC's overarching program objectives are to:

- Help students and families see college completion as an attainable goal;
- Provide information and assistance with college planning, college applications, and financial aid; and
- Increase college enrollment among first-generation, low-income, and underrepresented students and provide them with the knowledge and tools to persist and graduate.

Missouri Council on Economic Education (Awarded \$18,090—Kansas City, MO)

The Missouri Council on Economic Education will create an iBook textbook called: "How to Pay for College." The iBook textbook is not a traditional classroom textbook, but a downloaded iBook that students and families can use as a resource as they begin to think and talk about life after high school. Ultimately, the iBook textbook will be available to any student, but MCEE will first partner with Cristo Rey Kansas City on a pilot project in the fall of 2013.

Missouri Southern State University (Awarded \$30,000—Joplin, MO)

Missouri Southern State University will develop a "Major, Minor, and Career Preparation Academy" to assist students in exploring and selecting appropriate major, minor, and career paths. MSSU will enhance programs and create additional opportunities for student development. The main goal of the academy is to better prepare students for success in their chosen field thus minimizing the risk of dropping out of college.

Missouri State University – West Plains (Awarded \$100,000—West Plains, MO)

College Access Challenge Grant funds will be used to support and sustain "Project Threshold" which serves Howell, Oregon, Shannon, Texas, Wright, Douglas, Ozark, Carter, Reynolds, and Wayne counties in south-central Missouri. "Project Threshold" is a single project with multiple activities aimed at increasing postsecondary participation in the region. Some of the activities include a higher education resource center, early outreach initiative, student red-carpet days, career fair, education awareness campaign, and financial aid outreach.

St. Charles Community College (Awarded \$99,926—Cottleville, MO)

St. Charles Community College (SCC) will implement the "BE READY" Project with middle and high school students in St. Charles, Lincoln, Montgomery, Pike, and Warren counties. SCC's project will provide outreach related to the benefits of and planning for post-secondary education, increasing financial literacy awareness, and engaging students in career exploration and preparation activities.

St. Louis Internship Program (Awarded \$45,668—St. Louis, MO)

St. Louis Internship Program (SLIP) provides college access outreach to students in all 25 St Louis City public, charter, parochial, and private high schools. The year-round activities for students and their families include ongoing distribution of college planning information and one-on-one assistance as needed; fall and spring ACT Prep with The Princeton Review; a November Lunch & Learn workshop on the FAFSA; and access to SLIP's College Resource Room.

State Fair Community College (Awarded \$100,000—Sedalia, MO)

State Fair Community College was awarded College Access Challenge Grant funds for their A.C.E Program (Advantages of College Education). This single project has multiple activities designed to increase the number of underserved Missourians in their 14-county service area who attend and succeed in higher education. The project will cover a range of activities including providing information on the advantages of college, mentoring a cohort of students through the college application process, and providing assistance with the FAFSA.

Southeast Missouri State University (Awarded \$100,000—Cape Girardeau, MO)

Southeast Missouri State University will lead the “PLAN FOR COLLEGE” initiative which provides a prescribed set of college planning and preparatory services to 44 public high schools in a 10-county region in southeast Missouri. Some of the services include assistance with the FAFSA, seminars that provide effective information to students and families on access to and the benefits of postsecondary education, and monthly visits to high schools that focus on admissions, financial aid, and financial literacy.

The Community Partnership (Awarded \$32,318—Rolla, MO)

The Community Partnership will help at-risk youth, specifically, youth in foster care and teen parents obtain information, resources, support, and opportunities related to post-secondary education. The program will provide youth with the opportunities to attend workshops and seminars; explore different career paths; and participate in extracurricular activities that will advance their post-secondary goals.

The Scholarship Foundation of St. Louis (Awarded \$85,000—St. Louis, MO)

College Access Challenge Grant funds will be used for the Foundation’s “Student Advocate and Advising Program.” Funds will enable the Foundation to continue to provide students with essential, high-quality college planning services including financial aid counseling, financial literacy education, FAFSA assistance, retention and referral services assessment, debt management education, and school choice advising.

The University of Missouri – Columbia 4-H Extension (Awarded \$100,000—Columbia, MO)

The University of Missouri Extension 4-H Center for youth development makes college an obtainable goal for high school youth who are not otherwise encouraged to attend college. 4-H Youth Futures is a long term program that provides mentoring, college orientation experiences, and follow-up for high school students. The University of Missouri and Lincoln University Extension 4-H Youth Development staff and volunteers implement the program, recruiting youth and parents in St. Louis, Kansas City, Columbia, Jefferson City, and Sikeston.

The University of Missouri – Kansas City (Awarded \$84,500—Kansas City, MO)

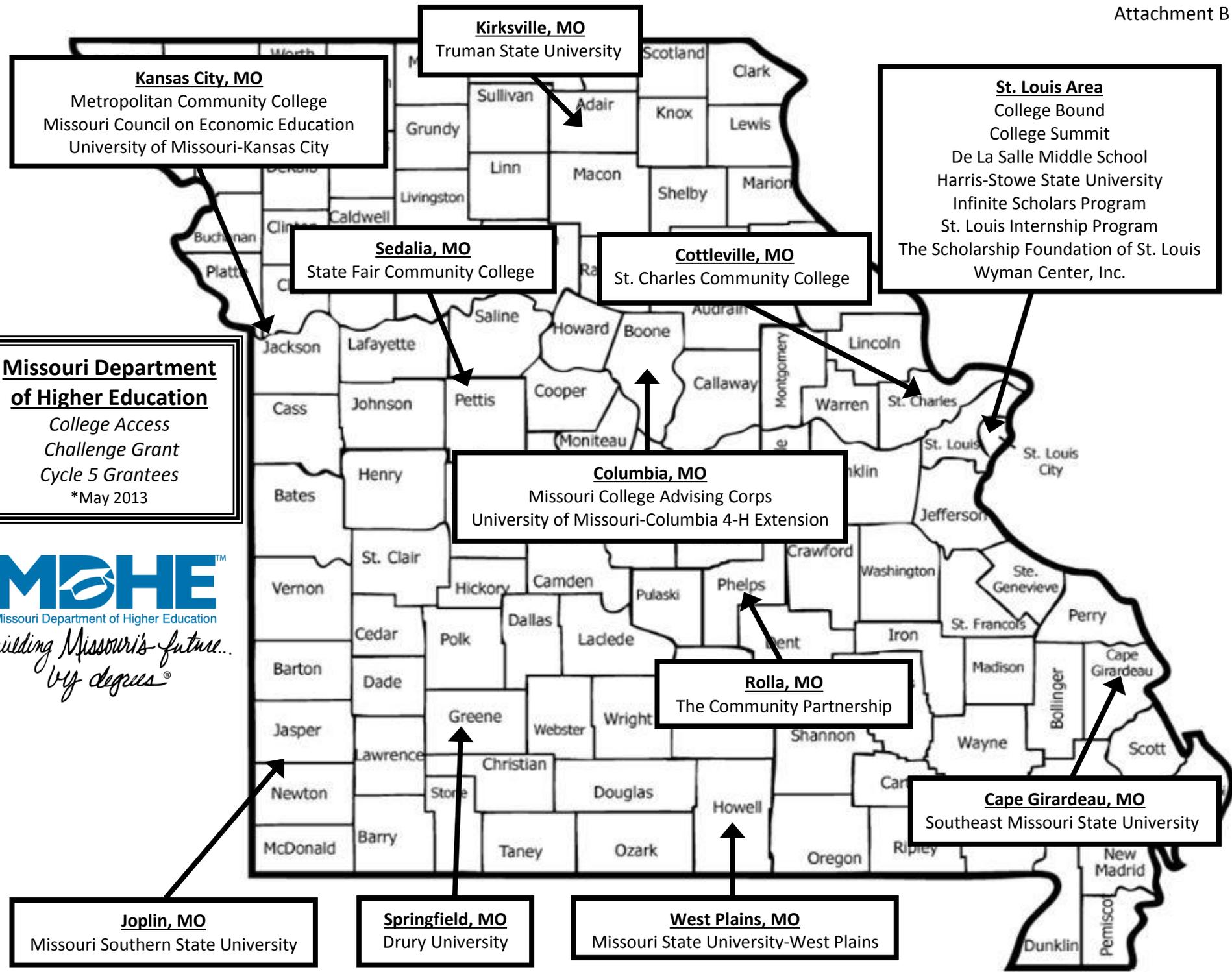
College Access Challenge Grant funds will assist with a collaborative college and career preparatory program among several key units at the University of Missouri-Kansas City (UMKC). Three primary goals of the program are to increase the number of FAFSAs completed at the partner school districts, ensure parents and students are aware of the benefits, opportunities, and financing options for college, and increase the number of students who apply to postsecondary education. The three target school districts in UMKC’s program are Center High School (Kansas City), East High School (Kansas City), and Raytown High School.

Truman State University (Awarded \$38,120—Kirksville, MO)

Truman State University’s BULLDOG (Building Up Lives; Lending Direction and Optimism for Going) Program will foster collaboration with area high schools in northeast Missouri. The program’s goal is to increase the number of underrepresented, first-generation high school students entering college by means of a program that enhances their college-bound readiness and motivation to apply for college admission. The program provides financial literacy training, fosters affordability awareness, and provides assistance in completing the FAFSA.

Wyman Center, Inc. (Awarded \$99,994—Eureka, MO)

Wyman Center, Inc. implements programs that inspire and enable teens from economically disadvantaged circumstances to develop the confidence and skills they need to achieve a lifetime of success. Wyman provides college access through its Wyman Prep program in a progressive manner from middle school through high school for teens in need. Wyman Prep components include establishing college as a goal, establishing a college-going climate, navigating the process, affordability, and persistence to graduation.



AGENDA ITEM SUMMARY

AGENDA ITEM

Governing Board Forum
Coordinating Board for Higher Education
June 10, 2013

DESCRIPTION

The Coordinating Board for Higher Education seeks to understand the perspectives of local institutional governing boards in order to foster collaboration, quality, accountability and efficiency in the state's system of higher education. Representatives of local governing boards can benefit from exchanges with their counterparts from around the state and with statewide higher education officials. Discussions of mutual issues will result in better understanding and enhanced ability to affect positive change in higher education.

The second Governing Board Forum will be held Tuesday, June 11, at the Capitol Plaza Hotel in Jefferson City. It will be preceded by a reception at the Governor's Mansion on June 10.

Objectives of the conference are to provide opportunities to:

- Build relationships with colleagues and experts in the field of higher education.
- Develop a broader contextual understanding of the common challenges faced by higher education in the state of Missouri and across the nation.
- Exchange best practices and success stories in such critical areas as fundraising, partnerships and coalition building, developmental education, fiscal affairs and accountability.

STATUTORY REFERENCE

None

RECOMMENDED ACTION

This is an information item only

ATTACHMENT

Sample conference agenda

Governing Board Forum
June 10 – 11, 2013
Capitol Plaza Hotel, Jefferson City

June 10

6:00 – 7:30 Reception at the Governor's Mansion

June 11

8:00 a.m. – 9:00 a.m. Continental Breakfast

9:00 a.m. – 9:30 a.m. Welcome – Gov. Jay Nixon, CBHE Chair Dalton Wright and Commissioner David Russell

9:30 a.m. – 9:45 a.m. Budget Outlook – Missouri Budget Director Linda Luebbering

9:45 a.m. – 10:15 a.m. Legislative Update: **Leroy, Paul, Zora**

Break

10:30 a.m. – 11:15 a.m. Table Top Discussions: **Need to ID facilitators**

- Financing Higher Education: How Do We Fix the Funding Model?
- Role of the Board in Advocacy and Friend-raising
- Achieving Cost-savings and Efficiencies: Sharing Effective Solutions

11:15 a.m. – 12:00 Summary of Table Top Discussions Organized by Topic

12:00 – 12:30 p.m. Lunch

12:30 p.m. – 1:00 p.m. Lunch speaker – Dewayne Matthews, Vice President for Policy and Strategy, the Lumina Foundation

1:00 p.m. – 1:15 p.m. Break

1:15 p.m. – 2:00 p.m. Small Group Break-out Sessions / Case Studies **Need to ID facilitators**

- Removing Barriers to College Completion: Challenges and Success Stories
- Keeping College Affordable for the Next Generation
- Technology and the Transformation of Educational Delivery: MOOCs, Digital Textbooks and the Flipped Classroom
- Bridging the Gap between High School and College

2:15 p.m. – 3:00 p.m. Summary of Small Group Discussion

AGENDA ITEM SUMMARY

AGENDA ITEM

Missouri Completion Academy
Coordinating Board for Higher Education
June 10, 2013

DESCRIPTION

The CBHE and MDHE, along with a coalition of partners, including the Governor, SHEEO and Complete College America, will host a Missouri Completion Academy Sept. 10 – 11, 2013, in St. Louis.

Supported in part by funding from Complete College America and organized by the Missouri Department of Higher Education, the academy is designed to provide campus leadership teams with strategic planning support as they work toward large-scale, high-impact strategies to improve completion on their respective campuses.

The academy will be an intensive, two-day event to support internal planning and share best practices from across the state and nation in areas such as reducing time to degree, implementing new structures and tackling developmental education.

The academy will be attended by 6-8 Missouri campuses, with each campus receiving intensive technical assistance in developing and implementing new strategies to achieve campus-specific completion targets. There is no cost for participation.

The Missouri Completion Academy will be a valuable tool to help the state reach its goal of increased production of degrees and high quality certificates.

STATUTORY REFERENCE

None

RECOMMENDED ACTION

This is an information item only

ATTACHMENT

Attachment A: Sample conference agenda
Attachment B: Fact Sheet

Missouri Completion Academy

Academy Agenda At-a-Glance for Guests, Content Experts and Facilitators

Prep	Monday, September 9, 2013 St. Louis, MO
1:00 - 5:00pm	NEW Facilitator Training (if needed) Facilitators prep flip charts
5:30 - 6:00pm	Meet & Greet <i>CCA, Missouri Team, Content Experts & Facilitators</i>
6:00 - 8:00pm	Academy Prep Dinner <i>CCA, Missouri Team, Content Experts and Facilitators</i>
8:00 - 9:00pm	Facilitator Review <i>CCA & all Facilitators</i>
8:00 - 9:00pm	Content Expert Rehearsal <i>Stan Jones & all Content Experts</i>

Academy Day 1	Tuesday, September 10, 2013
7:30am	Registration & Continental Breakfast
8:30am	Welcome: Academy Opening & Plenary Session
9:45am	Introduction of Content Experts
11:45pm	Lunch
12:30pm	Campus Team Session #1
3:00pm	Campus Team Session #2 <i>Content Experts scheduled 3:00 - 4:00pm</i>
4:30pm	Cross Campus Discussion
5:00pm	Facilitator/Content Expert/CCA Team Debrief
5:30 - 8:00	Dinner/Group Event TBD

Missouri Completion Academy

Academy Agenda At-a-Glance for Guests, Content Experts and Facilitators

Academy Day 2	Wednesday, September 11, 2013
7:30am	Continental Breakfast
8:00am	Welcome: Day 2
8:15am	Campus Team Session #3 <i>Content Experts scheduled 9:00 - 11:30</i>
12:00pm	Cross-Campus Conversations over Lunch - Community Colleges - 4-year institutions
1:30pm	Campus Team Session #4 <i>No Content Experts after noon.</i>
3:15pm	Next Step Report Outs
3:45pm	Academy Concluding Remarks
4:00pm	Adjourn
4:00pm	Full Team Debrief

Missouri Completion Academy Fact Sheet

What's the difference between a Completion Academy and a conference?

Where a traditional conference is a formal meeting centered around speakers, presentations and workshops, a Completion Academy is a multi-day event focused on the development and refinement of large-scale, high-impact strategic action plans to support teams' goals on improving college completion rates. Content is delivered differently: participants are just that – they truly participate, and the logistics involved in planning a successful academy require careful attention to many moving parts.

There are eight signature elements of an academy. When executed together with clarity of purpose, objectives will be met and lasting, systemic change will be realized.

1. **Campus leadership** engagement is essential to an academy's success. The academy should be considered a president's initiative at each participating campus, with the president—or the executive vice president or provost as appointed by the president—serving as lead staff for the campus' academy team. This critical position ensures that the hard work during the academy experience continues when teams return to their respective campuses.
2. **Campus teams** of 6 - 7 members from each campus are convened to focus on and accomplish a specific goal. Each team member is committed to attend the entire academy, and has the authority to commit human and financial resources for the successful implementation of their team's plan.
3. **Facilitators** are trained in the academy method to provide the focus, continuity, process and push for teams. They are selected in coordination with Complete College America. One facilitator is assigned to each campus team. They are familiar with the subject, yet are there primarily to help the campus team get where it is trying to go during dedicated team time (2/3 of the academy agenda).
4. **Content Experts** are practitioners who are nationally prominent in their fields. They are selected for their ability to describe their work and inspire teams based on effective practices and lessons learned in specific aspects of the work. They are selected in coordination with CCA. Content Experts are invited to team time to provide on-demand technical assistance.

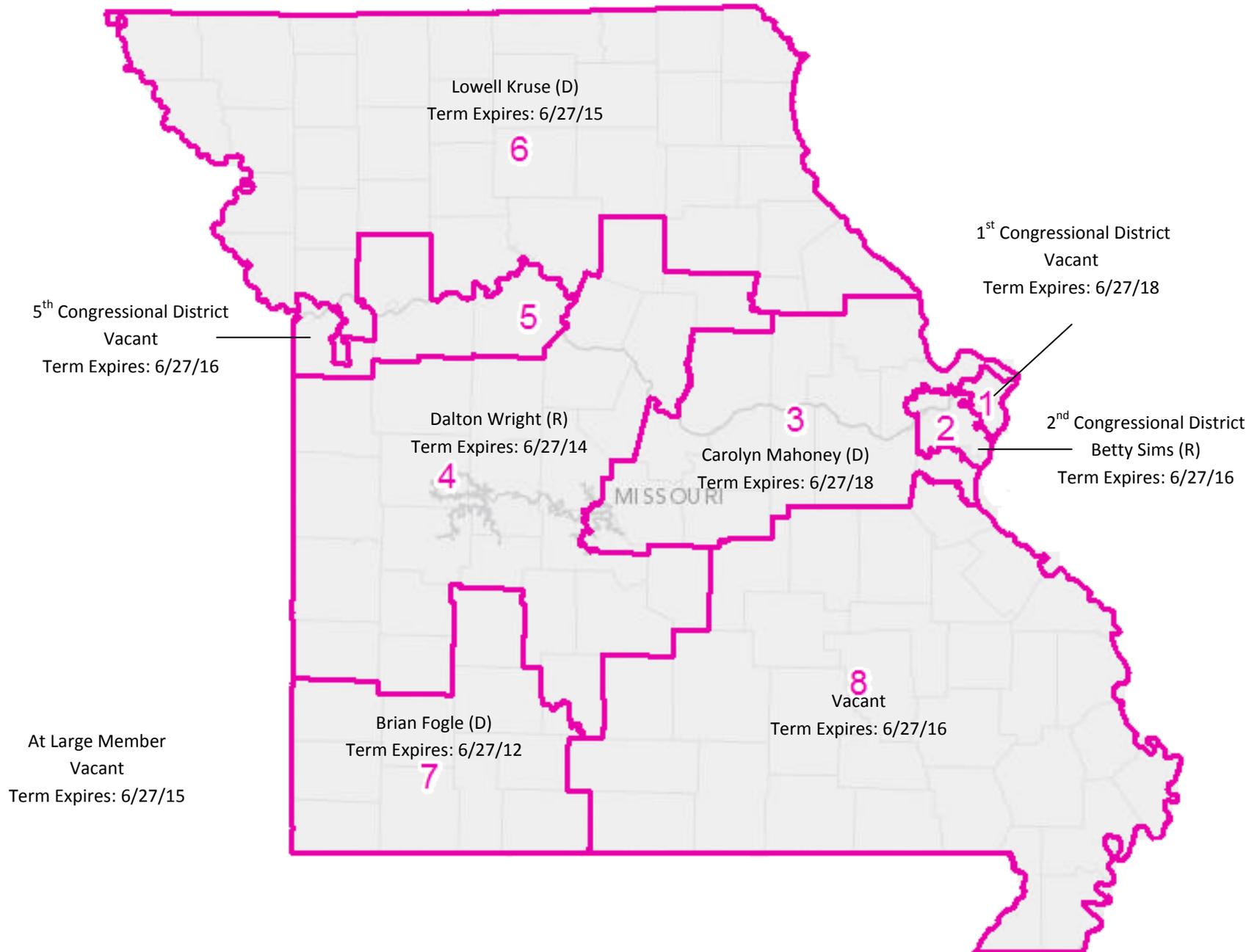
5. **Real Work** is performed by the teams before, during and after the academy. The large scale/high impact planning that is done at the academy is tied to real work and deliverables essential to the success of the team's objectives.
6. **Large-scale, high-impact strategies** are developed. Outcomes are action-oriented and tied to immediate and long-term next steps to implement these strategies. The productivity of the academy provides measurable impact at the state and/or institutional level.
7. **Product:** The academy stresses concrete results. To support this, team time comprises about 2/3 of the total academy agenda, and is connected to pre- and post-academy work. Teams must be clearly advised that this pre- and post-work is not optional; it is a key driver of the academy's and their team's success. Their advance work results in defined priorities and informs Academy Content Expert choices. Team members should finish the academy with a written action plan, and be prepared for a public report out of their Next Steps Plan at the academy's conclusion.
8. **Evaluation/Follow-up:** Teams will debrief daily during the academy, providing an important feedback mechanism. A written participant evaluation provides valuable information regarding the academy's effectiveness as well as ideas for post-academy follow-up support. Ensuring continued work and implementation of the large-scale, high-impact action plan developed at the academy are part of the academy model. Measures of success are determined by Complete College America, the state's planning team and the institutional teams. The institutional teams will be given opportunities in subsequent months to discuss progress in implementing their action plans.

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)¹
- Oversee implementation of the Higher Education Student Funding Act (“Tuition Stabilization”), including the adjudication of waiver requests submitted by institutions proposing to raise tuition at a rate that exceeds the statutory guideline (§ 173.1003.5)
- Recommend to governing boards of state-supported institutions, including public community colleges, formulas to be employed in specifying plans for general operations, development and expansion and requests for appropriations from the general assembly (§ 173.030(3))
- Promulgate rules to include selected off-campus instruction in public colleges and university appropriation recommendations where prior need has been established in areas designated by the CBHE (§ 173.030(4))
- Request appropriations to match USAID funds for purposes of facilitating international student exchanges (§ 173.730)

Planning

- Conduct studies of population and enrollment trends affecting institutions of higher education in the state (§ 173.020(1))
- Identify higher education needs in the state in terms of requirements and potential of young people and in terms of labor force requirements (§ 173.020(2))
- Develop arrangements for more effective and more economical specialization among institutions in types of education programs offered and students served and for more effective coordination and mutual support among institutions in the utilization of facilities, faculty and other resources (§ 173.020(3))
- Design a coordinated plan for higher education for the state and its subregions (§ 173.020(4))
- Develop in cooperation with DESE a comprehensive assessment of postsecondary vocational technical education in the state (§ 178.637.2)²
- Collect information and develop comparable data for all institutions of higher education in the state and use it to delineate areas of competence of each of these institutions and for any other purposes the CBHE deems appropriate (§ 173.005.2(8))
- Establish state and institution-specific performance measures by July 1, 2008 (§ 173.1006.1)
- Conduct institutional mission reviews every 5 years (§ 173.030(7))
- Review and approve applications from institutions for statewide missions (§ 173.030(8))
- Issue annual report to Governor and General Assembly (§ 173.040)
- Report to Joint Committee on Education (§ 173.1006.2)

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

² This was a one-time requirement to be completed by August 1996 in connection with the establishment of Linn State Technical College. There is no statutory requirement to keep the assessment updated.

Academic Programs

- Review public and independent academic programs and approve public programs (includes out-of-state coming to Missouri) (§§ 173.005.2(1) & (11))
- Recommend to governing boards the development, consolidation or elimination of programs, degree offerings, physical facilities or policy changes deemed in the best interests of the institutions or the state (§ 173.030(2))
- Approve out-of-district courses offered by community colleges (§ 163.191.4)
- Establish competencies for entry-level courses associated with an institution's general education core curriculum (§ 173.005.2(7))
- Determine extent to which courses of instruction in the Constitution of the U.S. and of MO and in American history should be required beyond high school and in colleges and universities (§ 170.011.1)
- Establish guidelines that facilitate transfer of students between institutions (§ 173.005.2(7))
- Administer the Studies in Energy Conservation Fund in collaboration with Department of Natural Resources and, subject to appropriations, establish full professorships of energy efficiency and conservation (§ 640.219.1)
- Promulgate rules to ensure faculty credentials and student evaluations are posted on institutional websites (§ 173.1004)
- Cooperate with the Department of Corrections to develop a plan of instruction for the education of offenders (§ 217.355)

Institutional Relationships

- Coordinate reciprocal agreements between or among institutions at the request of one or more of the parties (§ 173.030(5))
- Encourage cooperative agreements between public 4-year institutions that do not offer graduate degrees and those that do offer them for purposes of offering graduate degree programs on the campuses of the public 4-year institutions that do not otherwise offer graduate degrees (§173.005.2(2))
- Approve new state supported senior colleges or residence centers (§ 173.005.2(4))
- Establish admission guidelines consistent with institutional missions (§ 173.005.2(5))
- Establish guidelines to help institutions for institutional decisions relating to residence status of students (§ 173.005.2(6))
- Conduct binding dispute resolutions with regard to disputes among public institutions that involve jurisdictional boundaries or the use or expenditure of any state resources (§ 173.125)
- Impose fines on institutions that willfully disregard state policy (§ 173.005.2(10))
- Receive biennial reports from all public institutions on the number and language background of all teaching assistants, including a copy of the institution's current policy for selection of graduate teaching assistants (§ 170.012.4)
- Promulgate model conflict of interest policy that is to govern all public institutions of higher education that do not have their own after January 1, 1992 (§ 173.735)
- Enforce provisions of the Missouri Returning Heroes Education Act, which limits the amount of tuition public institutions can charge combat veterans (§ 173.900.4)
- Promulgate rules for the refund of all tuition and incidental fees or the awarding of a grade of "incomplete" for students called into active military service, voluntarily or involuntarily, prior to the completion of the semester (§ 41.948.5)

- Provide an annual report to the state board of education (DESE) on the performance of graduates of public high schools in the state during the student's initial year in the public colleges and universities of the state (§ 173.750.1)
- Promulgate instructions and recommendations for implementing eye safety in college and university laboratories (§ 173.009)
- Exercise oversight of Linn State Technical College (§ 178.638)
- Establish standards for the organization of community colleges (§ 178.770)
- Approve establishment of community college subdistricts and redistricting (§ 178.820)
- Supervise the two-year community colleges (§ 178.780) to include:
 - Establishing their role in the state
 - Setting up the form of surveys to be used for local jurisdictions to use in determining need and potential for a community college
 - Administering the state financial support program
 - Formulating and putting into effect uniform policies as to budgeting, record keeping, and student accounting
 - Establishing uniform minimum entrance requirements and uniform curricular offerings
 - Making a continuing study of community college education in the state
 - Being responsible for their accreditation, annually or as often as deemed advisable, and in accordance with established rules

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

Financial Aid³

- Administer the Access Missouri Financial Assistance Program (§ 173.1103.1)
- Administer Higher Education Academic Scholarship Program ("Bright Flight") (§ 173.250.3)
- Administer the A+ Scholarship program (Executive Order 10-16, January 29, 2010)
- Administer the Advanced Placement Incentive Grant (§ 173.1350)
- Administer the Kids' Chance Scholarship Program for children of workers who were seriously injured or killed as result of a workmen's compensation-related event (need based) (§ 173.256.1)
- Administer the Public Safety Officer or Employee Grant Program for certain categories of employees permanently disabled or their spouses or children or survivors in the event of the employee's death (§ 173.260.2 & .4)
- Administer the Marguerite Ross Barnett Competitiveness Scholarship Program for part-time students who work (need based) (§ 173.262.3)
- *Administer the Missouri Teaching Fellows Program for educational loan repayments, to include maintaining a program coordinator position to identify, recruit, and select potential applicants for the program (§ 168.700)*
- *Administer the Missouri Prospective Teacher Loan Fund (§§ 168.580.4, .585 & .590)*
- Administer the Minority Teaching Scholarship Program (§ 161.415)
- Administer the Minority and Underrepresented Environmental Literacy Program (§ 173.240)
- *Administer the Missouri Educational Employees' Memorial Scholarship Program for children of educational employees who died while employed by a MO school district (need*

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

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

- *Administer the Higher Education Artistic Scholarship Program (§ 173.724.3)*
- *Administer the Higher Education Graduate Study Scholarship Program, for areas of study designated by the CBHE as it determines reflect manpower needs for the state (§ 173.727.3)*
- Administer the Advantage Missouri Trust Fund, which provides loans and a loan forgiveness program for students in approved educational programs who become employed in occupational areas of high demand in the state; responsibilities include annually designating occupational areas of high demand and the degree programs or certifications that lead to employment in those areas (§§ 173.775.2 & 173.781)
- Make provisions for institutions to award tuition and fee waiver to certain students who have been in foster care or other residential care under the department of social services (§ 173.270.1)
- May request information from public or private institutions to determine compliance with the requirement that no student receiving state need-based financial assistance receive financial assistance that exceeds the student's cost of attendance (§ 173.093)
- *Administer the Undergraduate Scholarship Program (for math and selected sciences and teacher education in math, science and foreign languages) (§ 173.198.1)*
- *Administer the Graduate Fellowship Program (for math, selected sciences and foreign languages) (§ 173.199.1)*
- Administer the Veteran's Survivor Grant (§ 173.234.1)
- Administer the Vietnam Veteran's Survivor Grant (§ 173.236.1)
- Receive annual certification from all postsecondary institutions that they have not knowingly awarded financial aid to a student who is unlawfully present in the U.S. (§ 173.1110.3)

State Guaranty Agency under the Federal Family Education Loan Program⁴

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

Responsibilities include:

- Establishing standards for determining eligible institutions, eligible lenders and eligible borrowers
 - Processing applications
 - Loan disbursement
 - Enrollment and repayment status management
 - Default awareness activities
 - Collecting on defaulted borrowers
 - School and lender training
 - Financial literacy
 - Providing information to students and families on college planning, career preparation, and paying for college
 - Administering claims
 - Provide marketing and customer assistance
 - Compliance
- Provide information on types of financial assistance available to pursue a postsecondary education (§ 167.278)

⁴ As a result of provisions in the recently enacted Healthcare and Education Affordability Reconciliation Act, no new FFELP loans will be issued after June 30, 2010. However, the Guaranty Agency's statutory and regulatory obligations will continue as to loans still outstanding and guaranteed before that date.

- Act as a lender of last resort for students or schools that cannot otherwise secure loans (§ 173.110.3)
- Enter into agreements with and receive grants from U.S. government in connection with federal programs of assistance (§173.141)

Proprietary Schools

- License and oversee all for-profit MO certificate or degree granting schools (§ 173.604.1)
- License and oversee some not-for-profit MO certificate or degree granting schools (§§ 173.604.1 & 173.616.1)
- License and oversee out-of-state higher education institutions offering instruction in MO (public out-of-state are exempt but go through program approval similar to in-state publics) (§§ 173.602 & 173.005.2(11)(b))
- License and oversee certain types of student recruitment by non-MO institutions (§ 173.602)
- Require annual recertification (§ 173.606.1)

Assignments in Statute to Serve on other State Boards

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

Grants for Institutions/Faculty

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

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

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

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

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

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

Expires July 31, 2013

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

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

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

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

Expires August 1, 2013