

Coordinating Board for Higher Education

Agenda of Meeting

9:00 a.m.

Thursday

December 8, 2011

**Governor Office Building
Jefferson City, MO**

COORDINATING BOARD FOR HIGHER EDUCATION

Lowell C. Kruse, Chair, St. Joseph

Mary Beth Luna Wolf, Vice-Chair, St. Louis

Doris J. Carter, Secretary, Florissant

Betty Sims, St. Louis

Kathryn Swan, Cape Girardeau

Dalton Wright, Conway

TIME: 9:00 a.m.
Thursday
December 8, 2011

PLACE: Governor Office Building
200 Madison Street
Room 450
Jefferson City, MO

Schedule of Events December 7-8, 2011

Wednesday, December 7, 2011

12:00 – 5:00 p.m. **CBHE Work Session / CBHE Executive Session**
Governor Office Building
200 Madison Street
Room 460
Jefferson City, MO

6:30 – 8:00 p.m. **CBHE Working Dinner**
Capitol Plaza Hotel
Carnegies Room
415 W. McCarty Street
Jefferson City, MO
Guests are:
 Senator David Pearce
 Representative Mike Thomson

Thursday, December 8, 2011

9:00 a.m. – 2:00 p.m. **CBHE / PAC Meeting**
Governor Office Building
200 Madison Street
Room 450
Jefferson City, MO

Individuals needing special accommodations relating to a disability should contact Elizabeth Whaley, at the Missouri Department of Higher Education, 205 Jefferson Street, P. O. Box 1469, Jefferson City, MO 65109 or at (573) 751-2361, at least three working days prior to the meeting.

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

Representatives by Statute

Public Four-Year Universities

Dr. Albert L. Walker, President
Harris-Stowe State University

Dr. Carolyn Mahoney, President
Lincoln University

Dr. Bruce Speck, President
Missouri Southern State University

Dr. Clif Smart, Interim President
Missouri State University

Dr. Kent Wray, Interim 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
Truman State University

Dr. Charles Ambrose, President
University of Central Missouri

Mr. Steve Owens, Interim President
University of Missouri

Dr. Brady Deaton, Chancellor
University of Missouri-Columbia

(COPHE Chair)

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. Edward Jackson, President
East Central College

Dr. Raymond Cumiskey, President
Jefferson College

Dr. Mark James, Chancellor
Metropolitan Community Colleges

Dr. Steven Kurtz, President (MCCA Chair)
Mineral Area College

Dr. Evelyn Jorgenson, President
Moberly Area Community College

Dr. Neil Nuttall, President
North Central Missouri College

Dr. Hal Higdon, President
Ozarks Technical Community College

Dr. Ronald Chesbrough, President
St. Charles Community College

Dr. Myrtle Dorsey, Chancellor
St. Louis Community College

Dr. Marcia Pfeiffer, President (PAC Chair)
St. Louis Community College – Florissant Valley

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

Independent Four-year Colleges and Universities

Dr. James Evans, President
Lindenwood University

Dr. Marianne Inman, President (ICUM Chair)
Central Methodist University

Dr. Ron Slepitz, President
Avila University

Dr. Mark S. Wrighton, Chancellor
Washington University

Four-year alternate:

Dr. Gerald Brouder
Columbia College

Independent Two-year Colleges

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

Two-year alternate:

Dr. Judy Robinson Rogers, President
Cottey College

COORDINATING BOARD FOR HIGHER EDUCATION

December 8, 2011 – 9:00 a.m. – 2:00 p.m.

Governor Office Building

Room 450

Jefferson City, MO

AGENDA

<u>Agenda Item Description</u>	Tab	Presenter
General Business		
<u>Action</u>		
1. Review Consent Agenda		
a. Minutes of the September 8, 2011 CBHE Meeting		
b. Minutes of the November 18, 2011 CBHE Conference Call		
c. Distribution of Community College Funds	A	Paul Wagner
d. Community College Redistricting	B	
• Mineral Area Community College		
Report of the Commissioner		
• National Community College Benchmarking Project		Marsha Drennon, SFCC
• Statewide Course Collaboration Initiative		Ron Rosati, SEMO
• Promoting Access and Quality		Marianne Inman, CMU
Presidential Advisory Committee		
<u>Information</u>		
1. Collaboration Report	C	Rusty Monhollon
2. Legislative Initiatives		Senator Pearce Representative Thomson
3. Nursing Incentive Update	D	Paul Wagner
4. 2012 Legislative Session and Budget Update	E	Paul Wagner
5. State Student Financial Aid Programs		
6. Academic Program Review Update	F	Rusty Monhollon
Budget and Financial Aid Committee		
Dalton Wright, Chair		
<u>Action</u>		
1. Guaranty Agency	G	Leanne Cardwell/ Paul Wagner
2. Performance Funding Model	H	Paul Wagner
3. Foster Care Tuition Waiver	I	Leroy Wade
<u>Information</u>		
1. MDHE Fall Workshops	J	Leanne Cardwell
2. Student Loan Program	K	Leanne Cardwell
3. College Access Challenge Grant	L	Leroy Wade
Academic Affairs and Workforce Needs Committee		
Kathy Swan, Chair		
<u>Action</u>		
1. Academic Program Actions	M	Rusty Monhollon
2. Crowder Collision Repair	N	Rusty Monhollon
3. 2011 Dual Credit Report Summary	O	Rusty Monhollon
4. Governor's Strategic Initiatives: Collaboration and Cooperation	P	Rusty Monhollon
5. 2012 Legislative Proposal	Q	Paul Wagner

COORDINATING BOARD FOR HIGHER EDUCATION

December 8, 2011 – 9:00 a.m. – 2:00 p.m.

Governor Office Building

Room 450

Jefferson City, MO

Information

- | | | |
|--|---|--------------------------------|
| 1. Proprietary School Certification Actions and Reviews | R | Leroy Wade |
| 2. Appointments to the Proprietary School Advisory Committee | S | Leroy Wade |
| 3. State Student Financial Aid Committee | T | Leroy Wade |
| 4. State Authorization for Distance Education Update | U | Leroy Wade/
Rusty Monhollon |
| 5. College Readiness Partnership (CRP) | V | Rusty Monhollon |
| 6. MDHE Grant Projects | W | Rusty Monhollon |
| a. BTOP | | |
| b. Win-Win | | |
| c. AHELO | | |
| d. MHEC Tuning Grant | | |
| 7. Fall 2011 Enrollment: A Preliminary Report | X | Paul Wagner |

Audit Committee

Doris Carter, Chair

External Relations Committee

Mary Beth Luna Wolf, Chair

Information

- | | | |
|--------------------------|---|------------|
| 1. Governing Board Event | Y | Kathy Love |
|--------------------------|---|------------|

General Business

Information

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

Action

- | | | |
|--|----|--------------|
| 1. Nominating Committee | | Lowell Kruse |
| 2. Changes to April 2012 meeting and Proposed 2013 Meeting Dates | CC | Lowell Kruse |
| 3. Adjourn Public Session of Coordinating Board for Higher Education Meeting | | |

**COORDINATING BOARD FOR HIGHER EDUCATION
MINUTES OF MEETING
September 8, 2011**

The Coordinating Board for Higher Education (CBHE) met on Thursday, September 8, 2011, at the Governor Office Building, Jefferson City, MO. Chairman Kruse called the meeting to order at 9:01 a.m. The presence of a quorum was established with the following roll-call of members:

	Present	Absent
Doris Carter	X	
Lowell Kruse	X	
Mary Beth Luna Wolf		X
Betty Sims	X	
Kathryn Swan	X	
Dalton Wright	X	

Consent Calendar

The Consent Calendar consisted of Minutes of the June 9, 2011, meeting, Distribution of Community College Funds and Metropolitan Community Colleges' Redistricting Plan.

Ms. Swan made a motion to approve the Consent Calendar in its entirety. Mr. Wright seconded the motion. Motion passed unanimously.

Report of the Commissioner

Dr. Russell invited individuals from several institutions and associations in the state to discuss dentistry and nursing in Missouri.

The presenters were: Jack Magruder, A.T. Still University; Connie Hamacher and Glenda Dahlstrom, Lincoln University; Mary Becker, Missouri Hospital Association; Wesley Payne, Three Rivers Community College; and Margaret Boyd, Paul Long and Marjorie Thomason from Metropolitan Community Colleges.

Presidential Advisory Committee

Chairman Kruse turned the meeting over to PAC Chair Dr. Marcia Pfeifer, President, St. Louis Community College – Florissant Valley.

2011 Legislative Session

Mr. Wagner discussed legislation implementation. The nursing incentive grant administrative rule has been submitted. Mr. Wagner is hoping that by early October the nursing board will be able to start accepting applications.

Governor's Summit on Higher Education

Dr. Russell provided a brief reminder of the 2010 summit. The fourth objective from the summit last year was to work on a performance funding model. As a result of that the MDHE set up a task force led by Paul Wagner. The task force has been working on a performance funding framework. They had to establish statewide goals for all public institutions and one or more performance goals specific to each institution. Fiscal Year 2013, will be the benchmark year and FY14 and beyond is where we will seek implementation and try to establish some augmentation of our state appropriations to our higher education institutions based on the goals they have met. MCCA, COPHE and Linn State Technical College are to propose their statewide goals to the task force by mid-October. The institutions are to set their specific goals by mid-October as well. The task force will then review institutions and statewide goals during the latter part of October and that will enable us to engage in a comment period where we roll that all up and distribute it to the institutions so that they can see what the total picture will look like and we can receive any comments before the task force finalizes their report that they will present to the board in December.

Interim Report on Collaboration and Cooperation

Dr. Monhollon pointed out the list of collaborative efforts that have been taking place in Missouri, some efforts were in place before the governor's directives at last year's summit. The final report will be presented at the December meeting.

Dr. Pfeiffer turned the meeting back over to the CBHE at 11:06 a.m.

Budget and Financial Aid Committee

The Budget and Financial Aid Committee was chaired by Dalton Wright, who led the discussion of the following matters:

FY13 Recommendations for Public Institutions' Base Operating Appropriations

It is recommended that the Coordinating Board approve the FY13 core institutional appropriation request, totaling \$847,655,866 for submission to the Governor and General Assembly.

Ms. Carter made a motion to approve the recommended action. Ms. Sims seconded the motion. Motion passed unanimously.

FY13 Capital Improvements Recommendations

It is recommended that the Coordinating Board approve the establishment of the remaining Lewis and Clark Discovery projects as the top priorities for any available funding for higher education capital projects and direct the Commissioner of Higher Education to communicate this action to the Governor and General Assembly.

It is further recommended that the Coordinating Board approve the attached Capital Improvement Priorities list and direct the Commissioner of Higher Education to transmit these priorities to the Governor and General Assembly.

Ms. Carter made a motion to approve the recommended action. Ms. Sims seconded the motion. Motion passed unanimously.

FY13 Recommendations for MDHE Operating and Student Financial Assistance Appropriations

It is recommended that the Coordinating Board approve the FY13 MDHE internal budget and student financial assistance appropriation request, as presented, for submission to the Governor and General Assembly.

Ms. Carter made a motion to approve the recommended action. Ms. Sims seconded the motion. Motion passed unanimously.

Alternative Operating Budget Recommendations

It is recommended that the board direct the Commissioner of Higher Education to transmit the additional budget request to ensure the Governor and the General Assembly are aware of the magnitude of need faced by higher education institutions for maintaining quality and opportunity.

Ms. Carter made a motion to approve the recommended action. Ms. Sims seconded the motion. Ms. Swan made an amendment to include the \$4.5 million business incubator for southeast Missouri that was part of the original LCDI list. Mr. Wright seconded the amendment, amendment passed unanimously. Original Motion with the amendment passed unanimously.

Proprietary Legislation

It is recommended that the Coordinating Board direct MDHE staff to pursue a legislative initiative during the 2012 legislative session to revise the Proprietary School Certification Program fee structure and to make the referenced technical revisions to the authorizing statute.

Ms. Swan made a motion to approve the recommended action. Ms. Carter seconded the motion. Motion passed unanimously.

Minority Teaching Statute

It is recommended that the Coordinating Board for Higher Education direct MDHE staff to pursue a legislative initiative to transfer Sections 161.418, 161.421 and 161.424, RSMo from DESE to the MDHE during the 2012 legislative session.

Ms. Carter made a motion to approve the recommended action. Ms. Swan seconded the motion. Motion passed unanimously.

It was requested that MDHE staff also look at the interest rate for the loan that is currently in statute. Sims suggested if it is changed that it be modified to reflect the current interest rate and not mention a percentage amount.

Academic Affairs and Workforce Needs Committee

The Academic Affairs and Workforce Needs Committee was chaired by Kathryn Swan who led the discussion on the following items:

Academic Program Actions

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

Ms. Swan made a motion to approve the recommended action. Ms. Carter seconded the motion. Motion passed unanimously.

English Language Proficiency Report

As required by statute Dr. Monhollon presented the biennial report on the English language proficiency of graduate teaching assistants at Missouri's public institutions.

External Affairs Committee

Governing Board Event

It is recommended that the CBHE approve hosting a conference next March or April to engage local governing boards in a discussion of issues facing higher education in Missouri.

Ms. Carter made a motion to approve the recommended action. Ms. Swan seconded the motion. Motion passed unanimously.

General Business

Chairman Kruse announced the nominating committee for the 2012 board leadership. Ms. Mary Beth Luna Wolf and Ms. Doris Carter have both agreed to serve on the committee.

Ms. Sims made a motion to adjourn the meeting at approximately 11:53 a.m. Ms. Swan seconded the motion. Motion passed unanimously.

**COORDINATING BOARD FOR HIGHER EDUCATION
MINUTES OF MEETING
November 18, 2011**

The Coordinating Board for Higher Education (CBHE) met at 2:30 p.m. on Friday, November 18, 2011 via conference call. Mr. Lowell Kruse, Chair, called the meeting to order. The presence of a quorum was established with the following roll call vote:

	Present	Absent
Doris Carter		X
Lowell Kruse	X	
Mary Beth Luna Wolf		X
Betty Sims	X	
Kathryn Swan	X	
Dalton Wright	X	

Others present included Bill Thornton, General Counsel for Missouri Department of Higher Education; Myrtle Dorsey, Chancellor, St. Louis Community College; Marc Fried, Legal Counsel, St. Louis Community College; Yvonne Helberg, Administrative Associate to the Chancellor, St. Louis Community College; Rebecca Garrison, Associate for Board Relations, St. Louis Community College and Beth Whaley, Missouri Department of Higher Education.

Action Items

St. Louis Community College Redistricting Plan

Mr. Thornton provided the board with some background regarding the St. Louis Community College Redistricting Plan and recommended the board approve the plan as submitted by the St. Louis Community College Redistricting Committee.

Ms. Swan made a motion to approve the plan as submitted. Ms. Sims seconded the motion. The following roll-call vote was taken:

	Aye	Nay
Lowell Kruse	X	
Betty Sims	X	
Kathryn Swan	X	
Dalton Wright	X	

Motion passed unanimously.

Adjournment

Ms. Swan made a motion **to adjourn the meeting**. Ms. Sims seconded the motion, and the motion carried unanimously.

AGENDA ITEM SUMMARY

AGENDA ITEM

Coordinating Board for Higher Education
Distribution of Community College Funds
December 8, 2011

DESCRIPTION

State aid payments to community colleges will be made on a monthly basis. All FY12 state aid appropriations are subject to a three percent governor's reserve. Expenditure restrictions made by the Governor reduced state aid funding by 7% for FY12.

The Truly Agreed To and Finally Passed (TAFP) state aid appropriation for community colleges included in House Bill 3 for FY12 is \$132,667,206, and the amount after expenditure restrictions is \$130,815,295. The amount available to be distributed (TAFP appropriation minus expenditure restrictions less the 3% governor's reserve) is \$126,890,838.

The payment of state aid distributions to community colleges for September and October, 2011 is summarized below.

State Aid (excluding M&R) – GR portion	\$19,225,222
State Aid – Lottery portion	1,204,822
Maintenance and Repair	<u>175,044</u>
TOTAL	\$20,605,088

The total distribution of state higher education funds to community colleges during the period July, 2011 through October, 2011 is \$41,035,132.

STATUTORY REFERENCE

Section 163.191, RSMo

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Coordinating Board for Higher Education
Mineral Area College Redistricting Plan
December 8, 2011

DESCRIPTION

The publication last February of Missouri's latest decennial census figures initiated the redistricting process for the state's community college districts. Redistricting is required if the community college district contains more than 450,000 residents; it is discretionary for other districts. The process begins with the district's board of trustees forwarding to the CBHE a resolution requesting the formation of a redistricting committee. The CBHE and the community college board of trustees each appoint three members who are residents of the district to the committee. In accordance with that process, the board, at its June meeting, appointed redistricting committees for Metropolitan Community College, Mineral Area College, St. Louis Community College and Crowder College.

The redistricting plan for Metropolitan Community College was approved by the CBHE at its September meeting. Crowder College is not proposing any changes to its district, so it will not present a plan for approval. The St. Louis Community College redistricting plan was approved by the CBHE on November 18, 2011 during a CBHE Conference Call.

The redistricting committee for Mineral Area College submitted the MAC plan to the CBHE for approval. The plan has five subdistricts. The statute provides that the CBHE "shall approve any redistricting plan in which the population of any subdistrict divided by the number of trustees to be selected therefrom substantially equals the population of any other subdistrict divided by the number of trustees to be elected therefrom." The Missouri Attorney General's office on September 24, 1981 clarified that to pass the Equal Protection Test that "the maximum total deviation from the mean between any two electoral subdistricts, regardless of location, may not exceed ten percent (10%), except, that the total maximum deviation from the mean between any two subdistricts, regardless of location, may equal no more than fifteen percent (15%)." The populations of the five districts are as follows:

District 1	15,958
District 2	16,557
District 3	16,146
District 4	16,475
District 5	15,156

The optimum population for each district would be 16,058.40. The actual populations vary from this optimum within an acceptable range of +3.01 percent and -5.95 percent; thus, the subdistrict populations are "substantially equal" and the redistricting plan conforms to the statutory requirements.

STATUTORY REFERENCE

Sections 178.820, RSMo

Coordinating Board for Higher Education
December 8, 2011

RECOMMENDED ACTION

The department recommends that the CBHE approve the Mineral Area College redistricting plan.

ATTACHMENTS

Mineral Area College Redistricting Plan (Attachment A)

To: Mineral Area College Board of Trustees

From: Trustee Sub-Districting Committee 2011

Date: October 28, 2011

Subject: Completion of Re-Districting Plan 2011

The Committee appointed by the Mineral Area College Board of Trustees and the Missouri Coordinating Board of Higher Education for the purpose of re-districting the sub-districts in accordance with the 2010 population census is presented for review and adoption. The College District consists of parts of six counties, numerous townships, school districts and municipalities.

The Committee was very concerned with two guiding issues. First, to describe the areas that would be understandable to voters and to assist election officials in conducting the elections. Secondly, to make districts as compact as possible and not to divide the various political subdivisions unless absolutely necessary. The Committee feels that this has been accomplished.

The plan provides for five (5) trustee sub-districts and one (1) trustee at large.

This recommendation was adopted by the Committee on October 27, 2011 with all members voting in the affirmative.

Minutes of the meetings are included as a separate document. Mr. Stan Balsman, GIS Director/ Coordinator for Southeast Regional Planning Commissioner provide technical assistance related to 2010 census tracts and the drawing of the District Map.

RE-DISTRICTING PLAN

2011

MINERAL AREA COLLEGE
TRUSTEE SUBDISTRICTS

FINAL REPORT

Committee Members

Al Sullivan, Jr. Chair
Kevin Cook
Dr. Garland Hamilton
Lois Ann Meyer
Nancy Silvey
John Singleton

Population of the MAC District

Madison County	10,760
Ste. Genevieve County	2,958
Perry County	65
St. Francois County	64,934
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Washington County	1,559
Total	80,292
District # 1	15,958
District # 2	16,557
District # 3	16,146
District # 4	16,475
District # 5	15,156
Total	80,292

Trustee District # 1

Shall consist of that portion of Saline Township in Ste. Genevieve County that lies in the Farmington school district (pop.944), that portion of Perry County that lies in the Fredericktown school district (pop. 65), that portion of Madison County that lies in the Fredericktown school district (pop. 10,769), Union Township in Ste. Genevieve County (pop.1,946), Liberty Township in St. Francois County and that portion of the Fredericktown school district that lies in Liberty Township in St. Francois County (pop.2,234). Total pop. 15,958

Saline Township, Ste. Genevieve County	944
Madison County in Fredericktown school district	10,769
Union Township in Ste. Genevieve County	1,946
Perry County in Fredericktown school district	65
Liberty Township in St. Francois County that lies in the Farmington and Fredericktown school districts	2,234
Total	15,958

Trustee District # 2

Shall consist of the City of Bonne Terre in St. Francois County and the balance of Perry Township (pop. 12,617), Big River Township (pop. 1531), that lies within the North St. Francois County school district, {this excludes the people that live in the area of Blackwell that belongs to the De Soto school district}, Marion Township (pop. 2,334), that portion of Jackson Township in Ste. Genevieve that lies within the North St. Francois County school district (pop. 68) and that portion of Jefferson County that lies within the North St. Francois County school district (pop. 7). Total pop. 16,557

City of Bonne Terre and balance of Perry Township	12,617
Big River Township	1,531
Marion Township	2,334
Jackson Township Ste. Genevieve County in NSF	68
Portion of Jefferson County in NSF	7
Total	16,557

Trustee District # 3

Shall consist of the City of Farmington that lies within St. Francois Township of St. Francois County (pop. 16,146)

City of Farmington	16,146
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Trustee District # 4

Shall consist of the city of Desloge Ward 1 (pop.1,664) & Desloge, Ward 3 (pop.1,751), in Randolph Township, also that part of Randolph Township north and east of Desloge (pop. 261) and the balance of St. Francois Township (pop 12,799.) Total pop. 16,475

Desloge # 1	1,664
Desloge # 3	1,751
Balance of St. Francois Township	12,799
Portion of Randolph N&E of Des.	261
Total	16,475

Trustee District # 5

Shall consist of Iron Township in St. Francois County (pop.3,257), Pendleton Township in St. Francois County (pop. 3,372), Balance of Randolph Township (pop. 5,329) those portions of Washington County in the West Co. School District (pop.1,454) those portions of Washington County in the Bismarck School District (pop.105) and Ward #2 of the city Desloge, Randolph Township (pop.1.639) Total pop. 15,156

Ward # 2 City of Desloge	1,639
Iron Township	3,257
Pendleton Township	3,372
Balance of Randolph Township	5.329
Washington Co. WC School Dist.	1,454
Washington Co. Bismarck School District	105
Total	15,156

Mineral Area College Trustee Re-districting Committee

July 18, 2011

Agenda

1. Call to Order
2. Comments Dr. Kurtz
3. Election of Chair
4. Discussion of Process
5. Other
6. Next meeting Date August 22 or 29th
7. Adjourn

Re-districting Process

1. Over view and History
 2. Role of SEMO Regional Planning Comm.
 3. Report of census data to Committee
 4. Tasks to be completed.
 5. Approval of Report to the Board of Trustees
 6. Other
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Mineral Area College Re-districting Committee

August 29, 2011

Agenda

1. Call to Order
 2. Approval of Minutes
 3. Review and discussion of data
 4. Other
 5. Next meeting date
 6. Adjourn
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Mineral Area College Re-districting Committee 2011

July 18, 2011

Present: Kevin Cook, Dr. Garland Hamilton, Lois Ann Meyer, Nancy Silvey, Al Sullivan

Absent: John Singleton excused

Also present: Dr. Steve Kurtz

The meeting was called to order by the Temporary Chair, Al Sullivan. Dr. Kurtz presented the scopoe of work to be accomplished.

A motion was made by Lois Ann Meyer and seconded by Kevin Cook to elect Al Sullivan Chair. A motion was made by Dr. Hamilton and second by Kevin Cook that nominations cease and that Al Sullivan be elected by acclamation. Motion prevailed.

An outline for the process for the process to be used by the Committee was discussed. (copy attached) By common consent the process was accepted.

The next meeting was to be August 22, 2011 or August 29, 2011 depending upon receipt of census information from the SEMO Regional Planning Commission.

A motion by Kevin Cook and second by Dr. Hamilton to adjourn. Motion prevailed.

Mineral Area College Trustee Re-districting Committee

September 29, 2011

Agenda

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1. **Call to Order**
 2. **Approval of Minutes**
 3. **Review data**
 4. **Actions**
 5. **Other**
 6. **Next Meeting Date**
 7. **Adjourn**
-

AUGUST 29, 2011

Mineral Area College Re-districting Committee 2011

August 29, 2011

Present: Kevin Cook, Dr. Garland Hamilton, Lois Ann Meyer, John Singleton and Al Sullivan

Absent: Nancy Silvey, excused

The meeting was called to order. A motion by Lois Ann Meyer and second by Kevin Cook to approve the Minutes of the July 18, 2011 meeting with the edit change in the spelling of Lois Ann Meyer's name in the minutes. Motion carried.

The Committee reviewed figures based upon the 2010 census for the Mineral area College District. (see attached) Also the committee discussed some edit changes and realignment of areas based upon the 2010 figures. No decisions were reached.

The data from the census and suggested realignment of areas were suggestions of Stan Balsman, planner with the SEMO Regional Planning Commission to improve the compactness and legal descriptions of the various sub-districts.

It was the consensus of the Committee to set a date and review with Mr. Balsman the figures and a proposed map by sub-district. By common consent the Committee the Committee agreed to meet on September 29, 2011 at 7pm.

A motion was made by Kevin Cook and second by Dr. Hamilton to adjourn. Motion carried.

Mineral Area College Trustee Re-districting Committee

October 27, 2011

Agenda

1. Call to Order
 2. Approval of Minutes
 3. Review of Re-districting Map.
 4. Review of Final Report document
 5. College Board Presentation 11/9/11
 6. Other
 7. Adjourn
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Mineral Area College Re-districting Committee 2011

September 29, 2011

Present: Kevin Cook, Lois Ann Meyer, Nancy Silvey, John Singleton, and Al Sullivan

Absent: Dr. Garland Hamilton, excused

The meeting was called to order at 7pm. A motion by Kevin Cook, second by John Singleton to approve the minutes of August 29, 2011. Motion carried. Date and Maps were reviewed by the Committee. The Committee was informed that the Park Hills City Council had changed some Ward population that were not reflected in the material distributed.

A motion by Kevin Cook and second by Lois Ann Meyer to approve the material presented. Motion carried. The Committee instructed the Chair to make changes to the Trustee Districts affected by the actions of the Park Hills City Council and to forward that information to the Committee to consider for adoption. By common consent the Committee agreed to meet either October 20 or 27, 2011, to consider approval of a final District Map, supporting data and narrative of the Redistricting Plan. The goal was to report to the Mineral Area College Board of Trustees at the November 2011 meeting. A motion by Kevin Cook and second by Lois Ann Meyer to adjourn. Motion carried.

Mineral Area College Trustee Re-districting Committee

October 27, 2011

Present: Kevin Cook, Dr. Garland Hamilton, Nancy Silvey, Al Sullivan
Absent; Lois Ann Meyer excused
Also present: Stan Balsman

The meeting was called to order at 6 pm. A motion by John Singleton and second by Garland Hamilton to approve the Minutes of September 29, 2011. Motion carried.

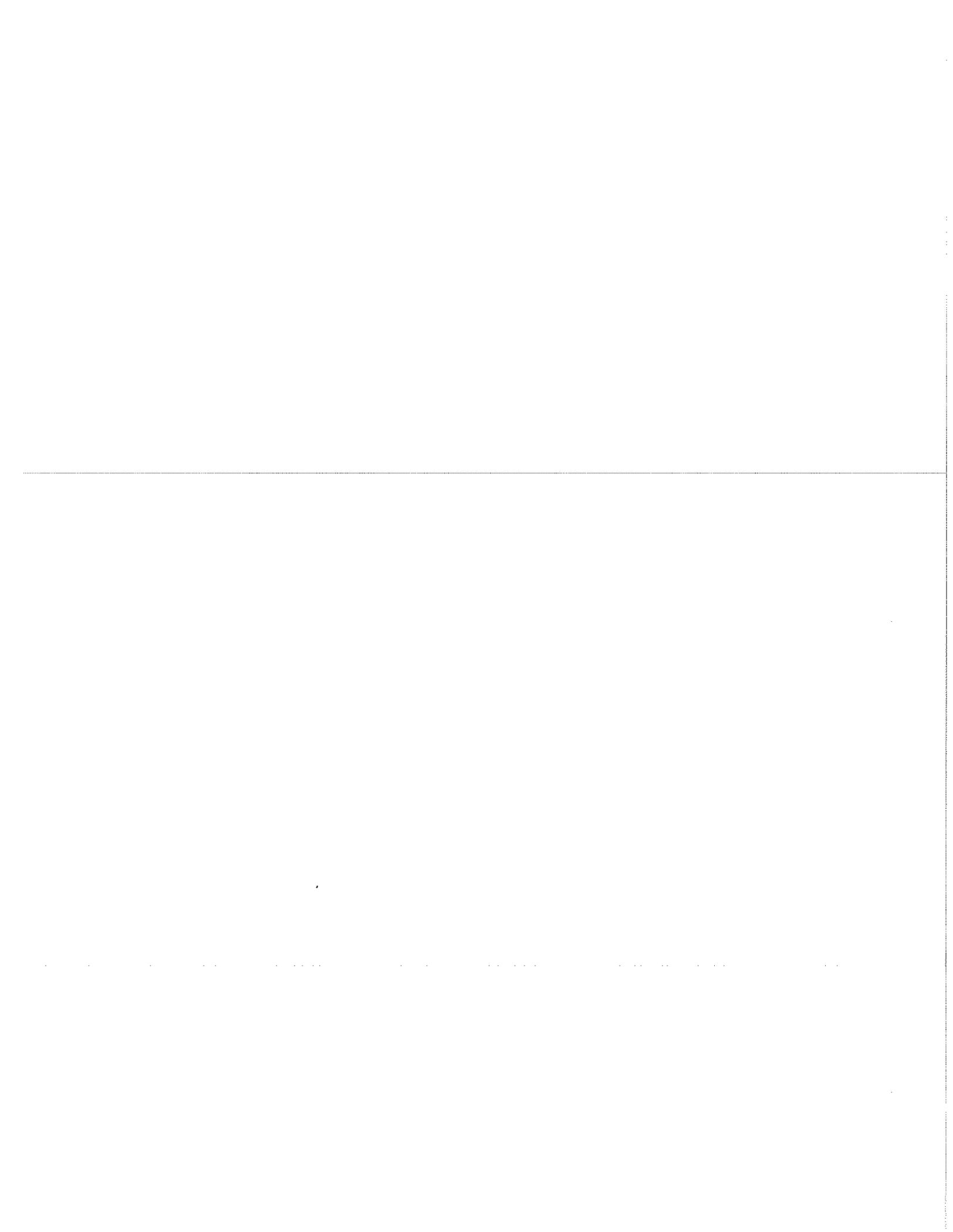
Mr. Stan Balsman of SEMO RPC presented the final draft of the Trustee District Map. After discussion and questions a motion by Garland Hamilton and second by Nancy Silvey to adopt the Map as presented. Motion carried.

Mr. Balsman informed the Committee of the use of census data by voting precincts that was used to complete the Districting Plan. After discussion and questions a motion by John Singleton and second by Nancy Silvey to adopt the Trustee Re-districting Plan as presented. Motion carried.

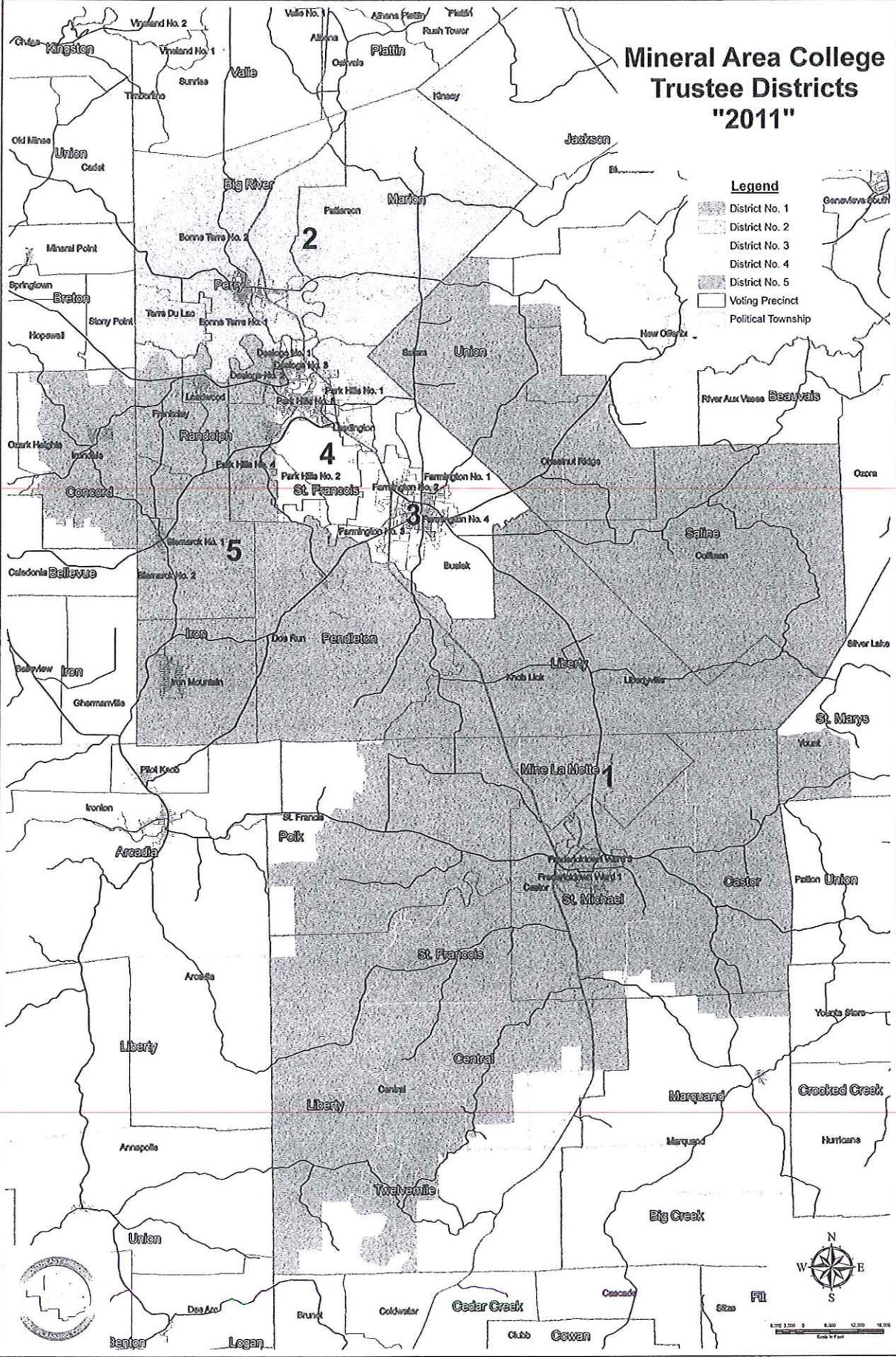
The Chair informed the Committee that he had met the previous day with committee member Lois Ann Meyer to review the Map and Plan. Lois Ann Meyer was excused from the meeting because of a previous engagement, but requested that the Minutes reflect that she approved of the Map and the Plan

The Chair informed the Committee that the Map and Plan would be presented to the College Board of Trustees at their meeting November 10, 2011, and that all Committee members were invited to attend.

A motion by Kevin Cook and second by Garland Hamilton to adjourn.
Motion carried.



Mineral Area College Trustee Districts "2011"





Collaborative Academic Programs

Report to the Governor

Missouri Department of Higher Education

• December 2011 •

MDHETM

Missouri Department of Higher Education

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Executive Summary

During the first Higher Education Summit in 2010, Missouri Governor Jay Nixon identified four goals for his higher education agenda. One of those goals was for Missouri institutions of higher education to develop new cooperative and collaborative programs that make efficient use of state resources. The governor directed the Commissioner of Higher Education to compile an inventory of existing collaborative academic programs offered by all public state institutions. This report on collaboration has been compiled with the cooperation of Missouri's public colleges and universities.

The Missouri Department of Higher Education requested each public institution to produce an inventory of its collaborative programs. MDHE staff reviewed the submissions and collated them into broad field areas, such as business, education, engineering, health professions, industrial arts, law, library resources, mathematics, sciences, social work, study abroad agreements, technology, main umbrella consortiums, and miscellaneous scope and type of collaborations. Tables 1 and 2 below list these areas for four-year and two-year institutions respectively.

The tables should be used with care, as there is a great deal of overlap and a program may be counted in more than one area. Additionally, the nature of the data does not easily lend itself to listing numerical values for all collaborations. The table lists broad field areas in the far left column and provides the following information for each area listed in subsequent columns: the total number of collaborations, the total number of Missouri institutions of higher education, the total number of non-academic organizations (i.e., hospitals, foster care agencies, government agencies, etc.), total number of non-Missouri public institutions of higher education, and the total number of international institutions. The information in the table includes several consortia

whose institutions are included, but the consortia themselves are not identified as they are discussed later in this report. Additionally, only the number of collaborative efforts is totaled as many of the same institutions are involved in every field area and totaling the columns would not represent the total individual institutions involved. The total number of organizations for each field area is totaled in the far right column.

Table 1

Type	Number of Collaborations	Public and Independent Missouri Institutions	Non-Academic Organizations	Public Non-Missouri Institutions	International Institutions	Total Organizations by Area
Sciences	26	12	6	3	2	23
Technology	6	6	0	3	1	10
Engineering	15	7	1	0	1	9
Math	1	2	0	0	0	2
Education	23	20	1	0	0	21
Health Professions	137	18	35	4	1	58
Industrial Arts	7	6	2	0	0	8
Law	3	0	17	6	2	25
Library Resources	12	118	398	1	0	517
Social Work	7	11	2	0	0	13
Business	5	6	0	0	0	6
Facility Sharing	5	5	0	0	0	5
Faculty Sharing	8	16	0	0	0	16
Study Abroad	9	0	0	0		
MISC	54	37	12	27	16	92
Total Collaborations	318					

Table 2

	Number of Collaborations	Missouri Institutions	Non-Academic Organizations	International	Total
STEM	12	15	0	0	15
Health Careers	13	15	2	0	17
Education	11	8	2	1	11
Unidentified	14	16	5	0	21
Misc	5	6	2	0	8
Total	55	n/a	n/a	n/a	n/a

The most common collaboration is in the form of articulation agreements made between two institutions. Missouri institutions work closely together to create multiple pathways for students to earn and transfer credit between institutions. These one-to-one agreements supplement the statewide General Transfer Agreement. Transfer and articulation agreements are numerous and well-known, so we do not list them all here. Many of them, however, are provided in the form of 2+2, 3+2, and 2+3 year arrangements, whereby students complete a prescribed two-year course of study at one institution and then transfer seamlessly to a cooperating institution to complete the major. Several four-year institutions offer onsite 2 + 2 and 2 + 3 programs, which enable students to complete four-year degrees on community college campuses. Two or more institutions jointly offer master's or bachelor's degrees by using faculty from each institution to offer complete degree programs that otherwise would not be available. Generally, the programs allow students to remain at original institution and earn degree from another institution in the state.

Missouri's public institutions collaborate extensively in the delivery of academic programs and coursework, most prominently in the fields of medicine and education, but also in business, agriculture, science, technology, engineering and mathematics fields. These collaborative programs are delivered through a variety of means, including face-to-face

instruction, online instruction and ITV, and many combinations thereof. The institutions collaborate on both undergraduate and graduate programs. Degrees offered range from certificates and associate degrees to baccalaureate degrees to graduate and professional degrees.

Some programs share faculty and resources, such as faculty from two different institutions who teach courses on both campuses. Some programs permit students to take courses at the partner institution not offered by the home institution. In several cases, faculty from two or more cooperating institutions divides the instructional load for the major.

Institutions in both the two-year and four-year sectors have developed extensive collaborative academic programs within their respective sectors and beyond, including the state's independent colleges and universities, local and regional health centers, military installations, business and industry, and institutions from out-of-state and abroad.

We conclude that Missouri has an extensive inventory of cooperative and collaborative academic and administrative programs. The development of this statewide inventory is a first step in identifying programs that might be replicated effectively elsewhere or expanded to include more cooperative partners. It may be necessary for the MDHE, in consultation with institutional representatives, to review the current policy environment and identify statewide policies that inhibit innovative collaborations and develop new policies that will encourage innovative and cost-effective programs.

Missouri programs are well on their way to achieving increased student learning and reducing costs. A few of the many benefits to collaboration include: allowing students access to courses that they may not have been offered previously; releasing institutional resources for use in other need areas; reallocating existing faculty and strengthening the student's foundation and increasing success in the major. As a best practice, this process should result in higher

persistence to second year and beyond, thereby increasing completion rates and moving Missouri closer to attaining “The Big Goal.”

DRAFT

Introduction

National concerns with global educational competitiveness coupled with the present economic downturn have forced Missouri's leaders to rethink statewide educational strategies and how they allocate scarce resources. To that end, Missouri's institutions of higher education are increasingly being asked to do more with even less. Postsecondary institutions across Missouri are expected to increase access to education within the context of decreasing resources, which poses a threat to an institution's ability to offer certain programs and courses, including those in science, technology, engineering and mathematics fields. Governor Nixon's challenge to eliminate waste and increase collaboration between institutions has opened a way to expand educational access in the face of decreasing state appropriations.

Collaboration between institutions has existed for a long time, but the pressing need to share dwindling resources has spurred institutions to form new types of partnerships that transcend inherent differences between institutions. Questions abound as to the feasibility of partnerships between institutions with varying missions, unequal resources, great distances separating cooperative efforts, widely differing student demographics and ability levels, different institutional calendars, different learning platforms and administrative practices. In spite of these obstacles, cooperative efforts with flexible arrangements have formed across educational sectors to address many, if not all, of these obstacles.

These economic constraints further required that institutions expand, refine and develop new ways of thinking about and utilizing collaboration. In this report, we describe some new collaborations that have emerged as a result of the present economic difficulties, some longer standing collaborative arrangements demonstrating sustainability, some interstate collaborative efforts and one particular type of collaborative effort: technology-enabled course redesign.

Methodology

To compile this inventory of collaborative programs, the MDHE asked each public institution to identify the number and type of cooperative agreements and partnerships it held. MDHE staff conducted some follow-up interviews to obtain qualitative information on the nature of the relationships. The MDHE did not attempt to standardize the submissions, as the nature of collaboration varies greatly. MDHE staff categorized the programs into broad fields to lend a measure of coherence to the depth and breadth of collaboration.

This inventory lists 318 four-year and 55 two-year separate collaborative partnerships. Most partnerships involved only two institutions but several included 25 or more institutions. These agreements exist between combinations of public and independent two-year, four-year, degree-granting, non-degree granting and community-based, non-academic organizations both within and outside of Missouri's borders.

Collaborative agreements covered almost all content areas. One effective example was an umbrella organization, reaching out to any and all programs, departments, and institutions in the state to provide guidance and information on best practices for new and aspiring member institutions. Other collaborative efforts were mainly content and field oriented in nature, such as programs in health, science, technology, engineering, mathematics, education, library science, arts and sciences, industrial arts and architecture. Missouri institutions also reported partnering with several large national and regional study abroad programs and other consortia. Perhaps the most successful example is the Great Plains IDEA, a twelve-member interactive distance education alliance that awards graduate degrees in a number of fields, programs that individual campuses alone would not be able to offer.

Collaborative programs also could be organized by type, such as joint degree programs in which two or more institutions jointly offer master's or bachelor's degrees by using faculty from each institution to offer complete degree programs that otherwise would not be available. Generally, the programs allow students to remain at their original institution and earn the degree from another institution in the state. At least 14 such programs were identified. Another type of program could be labeled Face-to-Face Instruction, in which students from one institution took courses at another institution to complete their degree. Seven programs of this type were noted.

The following describes some of the most successful or promising programs. These programs are by no means exhaustive of the numerous partnerships that exist in Missouri. These projects were chosen because the focus for this report was on programs that showed evidence of shared resources to increase efficiency and effectiveness of programs and enhance student learning, in addition to facilitation of credit transfer.

Missouri Alliance for Collaborative Education (MACE)

The Missouri Alliance for Collaborative Education (MACE) began as a response to dwindling resources to provide a medium through which state institutions could collaborate to offer a full range of course offerings in programs facing enrollment and resource challenges. At least 12 institutions are engaged in collaborations that exist, or are being developed, in the fields of economics, education, agriculture, foreign languages, family and consumer sciences and physics.

MACE institutions abide by ten Core Principles for the Development of Collaborative Programs, which address administrative concerns such as tuition, registration, assignment of grades and academic calendars. Additionally, MACE collaborative programs rely on faculty

representatives from each of the participating institutions to determine which courses are offered by each institution and when each course will be offered to the other cooperators. The faculty committees also review the syllabi, textbook, and other significant course materials used in these collaborative agreements, and work to ensure that course quality is maintained, faculty credentials are appropriate and accreditation standards are upheld.

Listed below are the current MACE programs.

Missouri Instructional Coalition for Economics

The Missouri Instructional Coalition for Economics (MICE) is a three-institution coalition consisting of the University of Central Missouri, Northwest Missouri State University, and Southeast Missouri State University. Each institution is offering a course this semester: Sports Economics (UCM); Labor Economics (NMSU); and International Economics (SEMO). The courses enrolled 10, 77, and 31 students, respectively in the fall 2011.

Collaboration for the Delivery of Foreign Language Instruction

The Collaboration for the Delivery of Foreign Language Instruction consists of four public institutions, University of Central Missouri, Missouri Western State University, Missouri State University and Southeast Missouri State University. Collaborative agreements between these institutions were longstanding in the area of collaborative study abroad. Recently, however these institutions expanded their efforts to be able to offer expertise and courses they would not normally be able to offer to students.

Two course are offered this semester: Intermediate French Composition (MWSU; 29 students enrolled) and German-Special Topics: Media (UCM; 30 students enrolled).

Physics

The Physics collaboration consists of seven public institutions: the Missouri University of Science and Technology, Missouri Southern State University, Missouri State University, Southeast Missouri State University, Truman State University, the University of Missouri-Columbia, and the University of Missouri-St. Louis. This program began in Fall 2011 with 39 students enrolled in Nanostructures: Introduction. The plan is to increase to teaching one elective and one core course per semester.

Education

The Education collaborative is in the development phase and, at present consists of Northwestern Missouri State University, Missouri State University, and possibly the addition of Missouri Southern State University. The Education Collaborative is looking to augment methods courses in areas with small enrollment: business education, vocational agriculture, home economics and a few others.

Family and Consumer Sciences Education

The family and Consumer Science Education Collaborative is in the discussion phase looking at methods courses. Missouri State University, Northwest Missouri State University, Southeast Missouri State University and a few others constitute this collaborative.

Agriculture

The agriculture collaborative is also in the discussion stage and at present consists of Lincoln University and Southeast Missouri State University.

MACE leaders, in follow-up interviews, identified common benefits of their collaborative efforts:

1. Students had access to expanded faculty expertise;
2. Students were able to take courses on their home campus that at one time could not have been offered;
3. Programs with small enrollments could justify the class with larger enrollments due to the collaborative. These courses were previously offered sporadically and often employed adjunct faculty and in some cases students had to take the courses through other institutions;
4. Faculty is freed up to teach other classes they might not have had time to teach in the past;
5. As institutions faced smaller faculty pools, they actually were able to increase their programs and courses offered.

Ultimately, MACE as an umbrella organization could provide an inventory of programs that institutions in need of faculty expertise could peruse when seeking for collaborations or institutions willing to collaborate in specific areas.

Missouri Consortium for International Studies (MOCON)

The Missouri Consortium for International Studies has been in existence since 1982 and was formed by several of Missouri's public institutions joining to operate the Missouri London Program. Since then the Missouri Greece and Missouri Africa Program has been added. Eleven of Missouri's 13 public 4-year institutions are currently members of MOCON. MOCON

partners with the Centers for Academic Programs Abroad based in Boston, The American College of Greece, and the University of Ghana-Legon. Several universities send faculty to teach in the Missouri London Program and faculty from different institutions rotate over an 8-year period to provide faculty for the Missouri Greece Program. MOCON member institutions include: University of Missouri, Columbia, University of Missouri, St. Louis, University of Missouri, Kansas City, Missouri University of Science and Technology, Lincoln University, University of Central Missouri, Missouri State University, Southwest Missouri State, Missouri Southern State University, Northwest Missouri State and Truman University.

Collaborative Healthcare Programs

Several Missouri institutions have developed collaborative healthcare programs designed to educate practitioners and meet the healthcare needs of the state and region. More than 25 such programs use faculty from two or more institutions to put together a full degree program that could not otherwise be delivered by a single institution.

Five community colleges collaborated with the University of Missouri-Columbia (UMC) to create the Missouri Health Professions Consortium. The University of Missouri-Columbia provides the organizational and fiscal structure, distribution of instruction, curriculum content and design, distance education technology support and network, and serves as the corporate fundraiser. The University and its partnering community colleges have collaboratively developed coursework to be delivered through distance education technology to under-served areas of Missouri. The community colleges offer AAS degrees in Certified Occupational Therapy Assistant and Physical Therapist Assistant. The goals of the consortium are “to partner with hospitals, businesses, and industry to enhance the economic and workforce development of its

service regions by addressing the needs of both individuals and businesses so that Missourians will have affordable access to skills for lucrative employment, and conversely, health care providers will have access to a steady supply of skilled associate degreed employees.”

RehabCare Group, Inc., a provider of rehabilitative and post-acute healthcare services, pledged \$1.3 million to help support the consortium’s programs.

Missouri Learning Commons (MLC)

The Missouri Learning Commons is a multi-year collaboration among all 13 public four-year institutions to redesign large-enrollment undergraduate courses—one from each institution—using innovative and technology-based learning tools to improve student learning, persistence and program completion. The redesigned courses will be available to other universities in the MLC, and eventually to the state’s community colleges. The collaboration is funded through a \$250,000 Next Generation Learning Grant.

Interstate Collaborations

Great Plains Interactive Distance Education Alliance

The Great Plains IDEA is a multi-state alliance offering cooperative masters degree programs using the combined expertise of faculty from several different institutions to create programs that would not be available without the collaboration. It utilizes distance education to connect students around the country and afford them the opportunity to be admitted to one member institution and study at other member institutions via Internet-based courses. The member universities are: Colorado State University, Iowa State University, Kansas State University, Texas Tech University, Michigan State University, University of Missouri, Montana

State University, University of Nebraska, North Dakota State University, Oklahoma State University, and South Dakota State University.

Missouri - Kansas Agreement on Architecture, Dentistry, and Optometry

This agreement expands student access to academic programming not available in the respective states of Missouri and Kansas. It establishes a reciprocal tuition agreement for Missouri residents to study architecture, architectural engineering, landscape architecture, or interior architecture programs in the School of Architecture and Urban Design at KU or the College of Architecture and Design at KSU. In return, Kansas residents can pay resident fees at the School of Dentistry at the UMKC or optometry at the UMSL School of Optometry. The total number of out-of-state tuition waivers under this agreement for all students is 97 for Kansas residents, (85 openings in the UMKC School of Dentistry and 12 in the UMSL School of Optometry). For Missouri residents, a total of 491 out-of-state tuition waivers are available for architecture programs at both Kansas institutions combined.

The Midwestern Higher Education Compact (MHEC)

MHEC is a statutorily-created interstate compact that serves Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota and Wisconsin. MHEC enhances member states' ability to maximize higher education opportunity and performance through collaboration and resource sharing. The major collaborative services among the 12 states are:

- Joint technology purchasing,
- Property Insurance Commercial Pool,
- Student Health Care and Energy Savings, and
- Midwest Student Exchange Program

The Midwest Student Exchange Program (MSEP)

MSEP is a tuition reduction program that makes attending out-of-state colleges and universities more affordable for non-resident students. By enrolling in a MSEP program at a participating institution, students receive a reduced tuition rate—giving them a wider range of education options for their education dollars. Over one hundred and forty colleges and universities in Indiana, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, and Wisconsin participate.

Issues and Recommendations

The issues identified in the qualitative institutional review included the administrative details of credit delivery, scheduling, grading and tuition; sustainability of projects after grant funds are expended; building commitment in senior administrative leadership and overcoming technological obstacles such as cost and instructor usage and familiarity with learning platforms.

Based upon this report, we encourage Missouri's public and independent colleges and universities to continue exploring new avenues for collaboration and to review the models provided in the last section of this report using them as models to guide further streamlining of present collaborative arrangements.

Missouri programs are well on their way to achieving increased student learning and reducing costs. A few of the many benefits to collaboration include: allowing students access to courses that they may not have been offered previously; releasing institutional resources for use in other need areas; reallocating existing faculty and strengthening the student’s foundation and increasing success in the major. As a best practice, this process should result in higher persistence to second year and beyond, thereby increasing completion rates and moving Missouri closer to attaining “The Big Goal.”

Inventory of Collaborative Academic Programs			
Institution	Title of Collaboration	Program, Certificate or Other	Partnering Institution(s)
HSSU	Graduate Degree Collaboration	Ed.D. in Educational Leadership	Maryville University
HSSU	Graduate Degree Collaboration	Elementary, Middle and Secondary Education	UMSL
HSSU	Graduate Degree Collaboration	Master of Business Administration	Webster University
Lincoln	Interstate collaboration: Environmental Sciences	MS in Environmental	University of Nebraska
Lincoln	Cooperative Health Care: Chiropractic	Bachelor of Science	Logan College of Chiropractic
Lincoln	Cooperative Health Care: Surgical Technology	AAS in Surgical Technology	St. Mary’s Health Center
MSSU	Master of Arts in Teaching	Program	MSU
MSSU	Family Nurse Practitioner and Nurse Educator	Program	UMKC
MSSU	Graduate Degree in Dental Hygiene	Master of Science	UMKC
MSSU	MA in History	Master of Arts in History	UMSL
MSSU	M.S.E. - Instructional Technology	Program	NMSU
MSSU	Master of Business Administration	Program	NMSU
MSSU	Graduate Degree in Criminal Justice	Program	SEMO
MSSU	M.S.E. - Early Childhood Education	Collaboration	NMSU
MSSU	B.S.E.	Certificate	Ozark Christian College
MSSU	MOCAP Partnership - Deliver Course on Battery Materials and Processes	Power Systems Minor	UMC, MST, MSU
MSSU	Associate of Science in Dental Hygiene	Program	SEMO

MSSU	Associate of Science in Dental Hygiene	Program	Rolla Technical Institute
MSSU	Bachelor of Applied Science	Program	Crowder, OTC
MSU	Missouri Southern St. Univ./Crowder College Alliance	Seminar	Crowder College
MSU	Field Camp in Wyoming		UMC
MSU	MOU	ACEL Masters all programs	Evangel University, Drury University
MSU	MOU	ACEL Masters in Accountancy	Southwest Baptist University
MSU	TESOL	Course	Baptist Bible College, Evangel University
MSU	Pharm D.	Degree	UMKC
MSU	MS PAS	Degree	SLU
MSU	M.S Nurse Anesthesia	Degree	St. John Health System
MSU	Accelerated Masters in Cell and Molecular Biology	Degree	Drury University
MSU	Collaborative Doctoral Program	Degree	UMC
MSU	Accelerated Masters	Master of Arts in REL	Drury University, Evangel University
MSU	Plant Science	Ph.D.	University of Missouri-Columbia
MSU	Cooperative Program in Library Science	Master of Arts in LIS	UMC, UMSL, UMKC
MSU	VESTA	AA/AS	MSU
MSU	pathways	BAS	Crowder College
MSU	cooperative engineering	BS in Civil Engineering	MS&T
MSU	cooperative engineering	BS in Electrical Engineering	MS&T
MSU	Elementary Education Degree completion program	Degree	MSU, Crowder College
MSU	Child & Family Development (CFD) Degree completion program	Degree	MSU
MSU	Teacher Education Alliance	Program, Teacher Certification	Drury University, Evangel University, Baptist Bible College
MSU	lab use		OTC
MSU	Missouri Consortium (MOCON)	Study abroad	13 institutions in Missouri (Truman State University)
MSU	Greece - China Exchange	Student abroad	Drury University
MWSU	Masters of Social Work	Masters Degree	UMC
MWSU	Nurse Practitioner	Masters Degree	UMKC
MWSU	Study Abroad	Study Abroad	UCM, SEMO
MWSU	Early Childhood Education	Bachelor of Science	MCC
MWSU	Medical Technology	Bachelor of Science	University of Nebraska
NWMSU	Nursing	Bachelor of Science in Nursing	MCC
NWMSU	Collaborative MEd degrees	Instructional Technology, Early Childhood	MSSU
NWMSU	BS: Pre-Professional Zoology-	3+2 Program	Logan College of

	Chiropractic		Chiropractic
NWMSU	BS: Pre-Professional Zoology-Chiropractic	3+2 Program	Palmer Chiropractic
NWMSU	RN to BSN	Completion Program	NCMC
MS&T	Magellan Exchange	Study Abroad	12 institutions (3 in Missouri)
MS&T	Cooperative PhD in Mathematics & Statistics	Degree	MSU
MS&T	EMSE, MSEM	Degree	King Saud University
MS&T	EMSE, MSEM	Degree	UMSL
MS&T	EMSE, MSEM	Degree	Ft. Leonard Wood, MO
MS&T	Economics MS	Degree	UMSL
MS&T	Cooperative PhD in Physics	Degree	UMSL, SLCC
MS&T	Cooperative MA in English	Degree	UMSL
MS&T	MS Geotechnical Engineering	Degree	Fort Leonard Wood Engineering School
MS&T	MSCE Program	Program	UMSL
MS&T	MSEE	Program	UMSL
SEMO	MS Civil Engineering; MS Environmental Engineering	Program	Ft. Leonard Wood, MO
SEMO	Statewide Cooperative Ed.D.	Doctorate	UMC, MSU, UCM, NMSU
SEMO	Research, Demonstration and Teaching	Beef research, demonstration and teaching	UMC
SEMO	2+2 Degree Completion	BS in Agribusiness	TRCC
SEMO	3+3 Degree Completion	Bachelor of Science	Logan College of Chiropractic
SEMO	3+1 Degree Completion	Bachelor of Science	Southeast Missouri Hospital, Cox Health, North Kansas City Hospital, Owenboro Medical Health System, St. Johns Mercy Medical Center, St. Johns. Regional
SEMO	2+2 Degree Completion	BS in Technology Management	SLCC
TSU	2+2 Degree Completion	BS in Technology Management	Sri Lanka Institute of Information Technology
TSU	Master's in SW	Masters Degree in Social Work	UMC, SEMO, NMSU
TSU	Facility rental		SLU
TSU	Community College Partnership	Other	MACC
TSU	NSF/STEM	Other	
TSU	Research		UMC
UMC	Aquaculture	Classes, research and extension	Lincoln University
UMC	Great Plains/Food Safety & Defense Program	Food & Safety Defense Graduate Certificate	ISU, KSU, NU
UMC	Gerontology	Certificate	Iowa State University, Kansas State University, 4

			Great Plains Universities
UMC	Youth Development	Certificate	Michigan State University, Nebraska, 3 GPI Universities
UMC	Youth Development	Master of Arts	Michigan State University, Nebraska, 3 GPI Universities
UMC	Great Plains/Youth Development	Master of Arts or Graduate Certificate	Kansas State University, Michigan State University, North Dakota State University, University of Nebraska
UMC	MPH	Certificate / Degree	UMKC
UMC	Middle Age Health	Cluster of courses	UMSL, UMKC
UMKC	Nurse Educator	Cluster of courses	UMSL, UMKC
UMC	Family Nurse Practitioner/Nurse Educator	Program	MWSU
UMC	Pediatric Nurse Practitioner	Cluster of courses	UMSL, UMKC
UMC	Nuclear Medicine Advanced Associate	Degree	SLU, University of Arkansas
UMC	Great Plains/Youth Development	Graduate Certificate in Youth Development Specialist	Kansas State University, Michigan State University, North Dakota State University, University of Nebraska
UMC	Great Plains/Youth Development	Graduate Certificate in Youth Development Management	Kansas State University, Michigan State University, North Dakota State University, University of Nebraska
UMC	Great Plains/Gerontology	Graduate Certificate in Gerontology	Iowa State University, Kansas State University, North Dakota State University, Oklahoma State University, Texas Tech University
UMC	Gerontology	Master of Arts	Iowa State University, Kansas State University, 4 Great Plains Universities
UMC	Great Plains/Personal Financial Planning	Graduate Certificate in Personal Financial Planning	Iowa State University, Kansas State University, North Dakota State University, Montana State University,
UMC	Great Plains/Personal Financial Planning	Master of Science, Graduate Certificate	Iowa State University, Kansas State University, Montana State University, North Dakota State University
UMC	Ag. IDEA	Course	Iowa State University, Kansas State University, University of Nebraska
UMC	Library Science Cooperative Agreement	Master of Arts	University of Nebraska

UMC	Library Science Cooperative Agreement	Master of Arts	MSU
UMC	Cooperative Instructional Development (CID)	Master of Science	UMSL, UMKC
UMC	Online graduate program	Master of Arts and Ph.D.	UMC, CDIS, Great Plains
UMSL	Distributed Library Science Program	Master of Arts in Information Science & Learn Tech	UMSL UMKC, MSU, U of Nebraska - Omaha
UMSL	Cooperative MA in Philosophy	Degree	SLU
UMSL	Neonatal Nurse Practitioner	NNP Program, Certificate	UMKC
UMKC	Cooperative MSN Program	Collaboration	UMSL, UMKC, UMC
UMKC	Pediatric Nurse Practitioner	Program	UMC, UMSL
UMC	Nurse Educator	Program, Certificate	UMC, UMSL
UMC	UMKC / UMC Pharmacy Program	Doctorate in Pharmacy	UMKC
UMC	Externship training	Program	Washington University, MSU
UMC	Medical Physics	Program	Washington University
UMC	PhD Courses	Course, Seminar	UMSL, UMKC
UMC	Study Abroad	Study Abroad	University of Missouri-St. Louis
UMC	Preparing Future Faculty	Course	Multiple campuses
UMC	Agroforestry	Master of Science in Forestry	Lincoln University
UMC	Austria Summer Program	Austria Summer Program	Georgia State University
UMKC	Innocence Clinic	Collaboration	UMKC, UMC
UMC	Midwest Innocence Project/Wrongful Convictions Clinic	Course	UMKC, UMC
UMC	Mid-America Law Library Consortium	Collaboration	UMC, 17 Law School Libraries
UMC	London Law Semester	Study Abroad	University of Iowa, 7 Law Schools
UMC	Missouri Consortium for International Education	Study Abroad	Multiple campuses
UMC	MU Law School South Africa Program	Summer Law Program	University of the Western Cape, UMKC and other Law Schools,
UMC	Cooperative programs	Pre-Architecture Undergrad	Washington University
UMC	Community Colleges Collaborative	OTA	Multiple campuses, multiple institutions
UMC	Transportation Seminar Series	Other	UMSL, Iowa State University, University of Northern Iowa
UMC	Geology Field Laboratory	Other	#N/A
UMC	2 + 2	Program	MSSU, CMSU, MCC
UMC		Course	MCC, SLCC
UMC	Ross University Clinical Experience	Clinical portion of Veterinarian Medicine Degree	Ross University
UMSL	St. George Clinical Experience	Clinical portion of Veterinarian Medicine Degree	St. George
UMSL	RN-BSN	Bachelor of Science in	Mineral Area College

		Nursing Completion	
UMSL	MSN- Family Nurse Practitioner	Advanced degree program	Missouri Baptist Health Center
UMSL	RN-BSN	Bachelor of Science in Nursing Completion	South County Education Center
UMSL	Communication	Course	SLCC
UMSL	RN-BSN	Bachelor of Science in Nursing Completion	SLCC
UMSL	RN-BSN	Bachelor of Science in Nursing Completion	DePaul Healthcare Center
UMSL	RN-BSN	Bachelor of Science in Nursing Completion	St. John Health System
UMSL	RN-BSN	Bachelor of Science in Nursing Completion	St. Charles Community College
UMSL	MSN- Family Nurse Practitioner	Advanced degree program	Poplar Bluff Telecommunication Community Resource Center
UMSL	MSN- Family Nurse Practitioner	Advanced degree program	Mineral Area College
UMSL	MSN- Family Nurse Practitioner	Advanced degree program	St. Charles Community College
UMSL	BA	Degree	St. Charles Community College
UMSL	BA	Degree	SLCC
UMSL	BLS	Course	SLCC
UMSL	BLS	Course	Jefferson College
UMSL	BLS	Course	Mineral Area College
UMSL	BLS	Course	South County Education Center
UMSL	BLS	Course	St. Charles Community College
UMSL	Fort Leonard Wood Cooperative Degree Program	Master of Public Policy Administration	Ft. Leonard Wood, MO, MST
UMSL	BSW	Degree	Mineral Area College
UMSL	BA/BS	Degree	Mineral Area College
UMSL	Elementary Education	Degree	Jefferson College
UMSL	Elementary Education	Degree	SLCC
UMSL	MSW	Advanced degree program	Mineral Area College, Poplar Bluff Telecommunication Community Resource Center
UMSL	BSBA	Course	St. Charles Community College, St. Louis Community College, Mineral Area College
UMSL	Bachelor of Science		Washington University
UMSL	PhD and DNP Cooperative Programs	Collaboration	UMSL, UMKC, UMC
UMKC	DNP	Advanced degree program	Mineral Area College, Southern Telecommunications

			Resource Center
UMKC		Internship	MCC, Foster Care Agencies in Kansas city,
UMKC	KSU and UMKC Collaboration	Master of Architecture	Kansas State University
UMKC	National Institutes of Health Program Project Grant	Other	UMC
UMKC	ACLS	Certificate	Truman Medical Center, GME EM, St. Luke's Hospital
UMKC	BLS	Certificate	Truman Medical Center, St. Luke's Hospital,
UMKC	ATLS/ATCN	Certificate	Truman Medical Center
UMKC	ACLS Instructor	Certificate	GME EM
UMKC	Faculty Exchange	Other	UMC, University of the Western Cape
UMKC	Cerner Health Conference 2009	Other	Cerner Corporation
UMKC	Cerner Clinical Excellence	Other	Cerner Corporation
UMKC	Cerner Critical Care	Other	Cerner Corporation
UMKC	Cerner Imaging Conference	Other	Cerner Corporation
UMKC	Cerner Physician Adoption Summit	Other	Cerner Corporation
UMKC	Cerner CoPath Plus	Other	Cerner Corporation
UMKC	Clinical Updates	Other	St. Luke's Hospital
UMKC	Hyperbaric Oxygen	Other	North Kansas City Hospital
UMKC	On the Road: Cardiology	Other	St. Luke's Hospital
UMKC	Physician Leadership Retreat	Other	St. Luke's Hospital
UMKC	Preventive Cardiology:2010	Other	St. Luke's Hospital
UMKC	Urban Journalism Program at UMKC/Radio and TV Dept at MU	Collaboration	UMC, UMKC
UMKC	Cross Cultural Journalism and Mass Media	Course	UMC, UMKC
UMKC	Interprofessional Curriculum in Quality and Safety (IPC)	Course	UMC
UMKC	PharmD Satellite Program	Doctorate in Pharmacy	UMC
UMKC	Linda Hall Library	Resource sharing	
UMKC	University of Missouri libraries		All six University of Missouri libraries
UMKC	Health Sciences library consortium of KC	Resource sharing, staff development	45 Health Science Libraries
UMKC	Greater Western Library Alliance (GWLA)	Shared database licensing	#N/A
UMKC	Missouri Library Network Corporation (MLNC)	Shared database licensing	#N/A
UMKC	MOBIUS		60 institutions in Missouri
UMKC	KCMLIN	Staff development, interlibrary loan	150 regional libraries
UMKC	Clinical Rotation Affiliate	Degree	Children's Mercy Hospital and Clinics

UMKC	Clinical Rotation Affiliate	Degree	Doctor's Hospital
UMKC	Clinical Rotation Affiliate	Degree	Gundersen Lutheran Health System
UMKC	Clinical Rotation Affiliate	Degree	INTEGRIS Baptist Medical Center
UMKC	Clinical Rotation Affiliate	Degree	Liberty Hospital
UMKC	Clinical Rotation Affiliate	Degree	Mercy Health System
UMKC	Clinical Rotation Affiliate	Degree	St. John Health System
UMKC	Clinical Rotation Affiliate	Degree	St. Luke's Hospital
UMKC	Clinical Rotation Affiliate	Degree	VA Medical Center
UMKC	Clinical Rotation Affiliate	Degree	VA Medical Center
UMKC	Clinical Rotation Affiliate	Degree	VA Medical Center
UMKC	Clinical Rotation Affiliate	Degree	University of New Medical Hospital
UMKC	Clinical Rotation Affiliate	Degree	Cardinal Glennon Children's Hospital
UMKC	Clinical Rotation Affiliate	Degree	Memorial Hermann Healthcare System
UMKC	Clinical Rotation Affiliate	Degree	Denver Children's Hospital
UMKC	Clinical Rotation Affiliate	Degree	University of Arkansas
UMKC	Clinical Rotation Affiliate	Degree	Oklahoma Heart Hospital
UMKC	Clinical Rotation Affiliate	Degree	SLU
UMKC	Clinical Rotation Affiliate	Degree	Springfield Regional Medical Center
UMKC	Simulation in Health Care	Collaboration	Children's Mercy Hospital and Clinics
UMKC	Health Care for the underserved	Collaboration	Operation Breakthrough
UMKC	Continuing Education	Course, seminars and workshops	Kansas City businesses
UMKC	Blast Design	Course	UMC
UMKC	Power Plant Design	Course	Black & Veatch, Burns & McDonnell
UMKC	Six Sigma	Course	Black & Veatch, Burns & McDonnell
UMKC	Bioinformatics	Masters Degree	UMKC, UMKC, UMKC
UMKC	Research	Research	20+ Midwest Institutions, 15 International Institutions
UMKC	Bone Research		Dental School, Engineering
UMKC	Mass Population genetics		Children's Mercy Hospital and Clinics, Informatics
UMKC	Materials Camp	Seminar	Missouri and 4 state high schools
UMKC	Suicide Prevention	Training	CMB/DMH, Truman Medical Center
UMKC	ArtSounds		Kansas City Art Institute
UMKC	Jazz Festival		Gem Theater and American Jazz Museum

UMKC	Reading Sessions, JW Pepper, American Music		JW Pepper
UMKC	Program evaluation		Resource Development Institute
UMKC	Clinical drug trials		UMKC, CBM/DMH, Truman Medical Center
UMKC	Critical Mass Gathering		Kansas City University of Medicine and Biosciences, University of Kansas
UMKC	Approach to Urban Health		University of Illinois
UMKC	Asthma Research		Truman Medical Center, American Lung Association Asthma Clinical Research Centers
UMKC	Berkley Early Childhood Center		
UMKC	Preparatory	Other	Kansas City Youth Orchestra
UMKC	Crisis Intervention Teams (CIT)	Police Officer Standardized Training Certificate	CMB/DMH, National Alliance for the Mentally Ill Medical Center, Community Mental Health
UMKC	Duff Timpani Camp and Wind Band Teaching Symposium	Program	Professional target
UMKC	Instruction	Residency	Truman Medical Center, St. Luke's Hospital, CMH, CBM
UMKC	Machine/Welding Basics	Four specifically designed one-unit courses	MCC
UMKC	Dual Degree	BSCS, BSCE, BSME, BSIT, BSECE	Fontbonne University
UMKC	Dual Degree	BSCS, BSCE, BSME, BSIT, BSECE	MWSU
UMKC	Dual Degree	BSCS, BSCE, BSME, BSIT, BSECE	Baker University (KS)
UMKC	Dual Degree	BSCS, BSCE, BSME, BSIT, BSECE	Blackburn University
UMKC	Dual Degree	BSCS, BSCE, BSME, BSIT, BSECE	5 institutions
UMKC	Int'l 2+2	BSCS, BSCE, BSME, BSIT, BSECE	APU (VN)
UMKC	Int'l 2+2	BSCS, BSCE, BSME, BSIT, BSECE	#N/A
UMKC	Senior Capstone	Course	HDR, Kansas City MO, MoDOT, Transystems
UMKC	Senior Capstone	Course	Honeywell
UMKC	Information Technology	Course	MCC, UMC
UMKC	Seismic Performance	Course and seminar	University of California, Berkeley
UMKC	Computer Human Interface	Course	UMKC, UMKC, UMKC
UMKC	Electronic Health Record in Education	Collaboration	Cerner Corporation

UMKC	Medical students	M.D.	CMB/DMH, Truman Medical Center, Truman Medical Center
UMKC	Health Policy Series	Medical School	University of Missouri-Columbia
UMKC	Conservatory Connections		Nelson Atkins Museum of Art
UMKC	Guided Chronic Care		Truman Medical Center, Healthcare Foundation of Greater Kansas city
UMKC	Rural Chronic Care Model		Blue Cross Blue Shield
UMKC	Osler Society		University of Kansas Medical Center, John Locke Society of Greater Kansas City
UMKC	Sojourner Clinic		Kansas City Health Foundation, Qualis, Reach Foundation
UMKC	Pediatric Symposium		Children's Mercy Hospital and Clinics, University of Kansas Medical Center, Kansas City University of Medicine and Bioscience
UMKC	Year 1 and 2 docent groups		Truman Medical Center, Children's Mercy Hospital, St. Luke's Hospital, Research Medical Center, Overland Park Regional Medical Center
UCM	Year 1 Hospital Team experience		Shawnee Mission Medical Center, St. Luke's Hospital, Overland Park Regional Medical Center, Truman Medical Center, St. Luke's Hospital, Research Medical Center
UCM	Missouri Statewide Cooperative EdD Program	Program	UMC, NWMSU, MSU, MSU
UCM		Technology Management Program	Indiana State University, Bowling Green State University, East Carolina University, North Carolina A&T State University
UCM	Occupational Education	2+2 Program	Community Colleges
UCM		2+2 Program	MCC
UCM		2+3 Program	MCC
UCM	Engineering	3+2 Program	MS&T
Crowder College	Wind Energy Technician certificate	Joint Degree and/or Certificate	NCMC
Crowder College	Biofuels and Water/Wastewater Technology	Biofuels and Water/Wastewater	Central Methodist University

Crowder College	Nursing Bridge LPN to BSN	Bridge	Franklin Technical Center, MSSU
Crowder College	State Energy Sector Partnership & Training Program	Evaluation	UMC, Linn State Technical College, St. Charles Community College, MCC
Jefferson College	2+2 Program	Bridge	University of Missouri - St. Louis
Jefferson College	Share Personnel & Facilities		Missouri Baptist
Linn State	Nuclear Technology	General Education	MACC
Linn State	Automation and Robotics Technology	General Education	MACC
Linn State	Physical Therapist Assistant	Health Consortium	NCCM, TRCC
MACC	Missouri Health Occupations Consortium	Health Consortium	UMC, MACC, SFCC, East Central College, North Central College, TRCC, and Linn State Technical College
MACC	ROTC	Shared Course Offering	Truman State University
MACC	Missouri Pre-STEM Pathways	Advisement	Truman State University
MACC	TriStateOnline	Online Degree	John Wood Community College
MCC	Reverse Transfer	Unique Articulation	UMKC, NWMSU, MWSU, Park University, and the UCM.
MCC	Health Education Consortium of Greater Kansas City	Advocacy	two-year and four-year educational institutions, health care business and industry, and community and public policy entities
MCC	Career Technical Education Advisory Committee	Advisement	UCM, UMKC, MWSU
MCC	Project Lead the Way	Professional Development	MU S&T, UMKC
MCC	Coordination UCM –Summit Center	Coordination	UCM
MCC	MSN Nursing	Advisement	UMC
MCC	B.A. Recreation	Bridge	NWMSU
MCC	Early Childhood Education	Bridge	NWMSU
MCC	Animal Health		MWSU
MCC	BSN	Bridge	MWSU
NCCM	Physical Therapy Assistant	Shared Course Offering	University of Missouri Consortium
NCCM	Occupational Therapy Assistant	Shared Course Offering	University of Missouri Consortium
NCCM	Medical Laboratory Technician	Shared Course Offering	OTC
OTC	Business Access Program		MSU
OTC	MOU - OTC as online provider	Online Degree	Rockbridge Seminary
OTC	Partnership with Springfield Public Schools underperforming students	Advocacy	OTC Middle College

OTC	Clinical Laboratory Sites	Shared Facilities	Numerous area health care facilities
MSU-WP	AA in China		Liaoning Normal University
MSU-WP	Civic Events at WP Facilities	Shared Facilities	City of West Plains
MSU-WP	Resource Sharing	Shared Resources	MSU
MSU-WP	College Access Grants	Advocacy	MDHE
MSU-WP	Viticulture Consortium		VESTA Consortium
MSU-WP	Inmate Education		Licking Correctional Facility
MSU-WP	Ozark Small Business Incubator		Ozark Small Business Incubator
MSU-WP	AAS Peace Officer Training		MO Sheriff's Training Academy
SFCC	Central Methodist at SFCC	Joint Degree/Admissions	Central Methodist University
SFCC	Whiteman AFB/General Education Mobile	General Education	Whiteman Air Force Base
SFCC	Missouri Health Consortium	Health Consortium	MU, North Central, MACC, TRCC, East Central, Linn State
SFCC	UCM Joint Admissions	Joint Admissions	UCM
SFCC	College Access Challenge	Advocacy	Central Methodist University
TRCC	B.A. in Accountancy	Joint Degree	Central Methodist University
TRCC	B.S. in Child Development	Joint Degree	Central Methodist University
TRCC	B.A. Secondary Math Education	Joint Degree	Central Methodist University
TRCC	RN to BSN	Joint Degree	Central Methodist University
TRCC	B.S. in Psychology	Joint Degree	Central Methodist University
TRCC	B.A. in Special Ed K-12	Joint Degree	Central Methodist University
TRCC	B.A. in Unified Science	Joint Degree	Central Methodist University
TRCC	B.A. in Music Education	Joint Degree	Central Methodist University
TRCC	M.Ed.	Joint Degree	Central Methodist University
TRCC	B.S. in Organizational Management	Joint Degree	Hannibal-LaGrange College
TRCC	B.S. in Criminal Justice	Joint Degree	Hannibal-LaGrange College
TRCC	BAS Computer Technology	Joint Degree	Hannibal-LaGrange College
TRCC	BS Elementary Education	Joint Degree	Hannibal-LaGrange College
TRCC	BS Early Childhood Education	Joint Degree	Hannibal-LaGrange College
TRCC	BS Agribusiness	Joint Degree	SEMO

TRCC	BS Middle School Education	Joint Degree	SEMO
TRCC	MA Educational Education	Joint Degree	SEMO
TRCC	MSN Nursing	Joint Degree	SEMO

DRAFT

AGENDA ITEM SUMMARY

AGENDA ITEM

Coordinating Board for Higher Education
Nursing Incentive Grant update
December 8, 2011

DESCRIPTION

In 2011 the General Assembly passed HB 223 and 231 (Rep. Wallingford) which established the Nursing Incentive Grant program. In addition, the State Board of Nursing has made \$1 million available in order to make grants to eligible institutions of higher education for the purpose of financing investments to expand faculty resources and student capacity in postsecondary nursing education programs. The legislation specifies that the grants may not exceed \$150,000 per campus, and although the Nursing Board intends to make an additional \$1 million available in each of the next two years, that cannot be assured, therefore the grant proposals cannot assume renewal or additional grant funding in the following years in order to be viable.

In cooperation with the State Board of Nursing a request for proposals was issued on September 27th and the deadline for applications to be submitted was October 31st. A total of 27 applications were received from a variety of community colleges, public universities and independent institutions.

In order to be eligible for a grant, an institution must offer a program of professional nursing and be accredited by the Higher Learning Commission. In addition, the institution must have a record of consistently meeting requirements for full approval by the State Board of Nursing, have graduation rates greater than or equal to 80 percent, have job placement rates greater than or equal to 90 percent and have official NCLEX-RN pass rates consistently greater than or equal to 80 percent.

Proposals were then evaluated on the following factors:

- Program admission and progression requirements,
- Number of qualified students denied admission over the past three years,
- Current limitations on the program's ability to increase its number of students,
- Top priorities for additional investment,
- Impact of investments on the shortage of health professionals,
- Completeness and readiness of the workplan,
- Full development of the budget,
- Detailed accounting of costs, and

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- Evidence of sustainability of the investments following the grant period.

The proposals were evaluated by MDHE staff and State Board of Nursing staff and presented to the State Board of Nursing for their review and action. At the time of the printing of this board book, the State Board had not yet finalized the list of grant recipients.

STATUTORY REFERENCE

Section 335.203, RSMo.

RECOMMENDED ACTION

This is an informational item.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Coordinating Board for Higher Education
2012 Legislative Session and 2013 Budget Update
December 8, 2011

DESCRIPTION

This item will provide a basic update on the state budget situation for Fiscal Year 2013, and also provide information on a legislative initiative that the board has previously directed the staff to prepare for consideration for endorsement for the 2012 legislative session.

FY13 Budget Outlook

Although there has been some gradual improvement in the state's overall economic condition, the state budget still faces a serious shortfall looking forward to the FY13 budget process.

There is approximately \$500 million of money that is one-time in nature supporting on-going programs in the FY12 budget. Most if not all of this money will not be available for FY13. A large chunk of this money is the last of the federal funds associated with the American Recovery and Reinvestment Act (ARRA). This figure also includes the approximately \$38 million of one-time funding from MOHELA and the guaranty agency operating fund that are currently supporting Access Missouri and A+ scholarships. In addition, it is currently estimated that mandatory cost increases, largely driven by the Medicaid program, will cost approximately \$100 million in FY13, and the state will also lose an additional \$100 million due to the expiration of an improved Medicaid match rate that was also part of the ARRA.

This adds up to a starting deficit of approximately \$700 million, which assumes that all FY12 expenditure restrictions and withholdings are carried forward as permanent cuts in FY13.

While there has been some benefit to the bottom line realized due to the expenditure restrictions, there are several factors which counterbalance that benefit. These include the fact that the legislature budgeted against a tax amnesty program for which enabling legislation was not passed, the legislature did not budget for reduced collections due to the continued phase-out of the corporate franchise tax, and the state is likely facing significant costs for natural disaster recovery costs that, of course, were not foreseen.

While state revenue collections have increased so far this fiscal year, the pace of growth is very slow and the fundamentals of the economy, such as employment rates, and increases in consumer purchasing are not improving very quickly. With one percent of growth in state revenues amounting to about \$70 million of new general revenue, even robust growth of several percent would leave a significant shortfall when the beginning deficit is around \$700 million.

This is a picture that, at this point, does not point towards increased state investment in higher education or anything else for that matter. In fact, if the current situation holds, there will likely have to be major reductions across state government in order for the governor and legislature to produce a balanced budget.

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STATUTORY REFERENCE

N/A

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Coordinating Board for Higher Education
Academic Program Review Update
December 8, 2011

DESCRIPTION

At the governor's request, the Missouri Department of Higher Education conducted a review of all academic programs offered by Missouri's four-year and two-year public institutions. The intent of the review was to identify and delete programs of low productivity, low priority or that were duplicative in nature. The department submitted a final report with eight recommendations to the CBHE on February 10, 2011. The report was submitted to the governor on February 28. Updates were provided at the April 7, 2011, meeting of the CBHE. This agenda item provides an update on actions related to this review since the April CBHE meeting.

Update

St. Louis Community College conducted an internal review of several programs identified by the MDHE as part of the statewide review of academic programs. Officials from St. Louis Community College have submitted a report to the MDHE with the following responses:

Program title	Degree	Result of SLCC's internal review	MDHE Recommendation
Civil Engineering Technology	AAS	Still under review; additional information required.	Pending
Electrical/Electronic Engineering Technology	AAS	Unique program in region, meets specific workforce needs.	Accept with follow-up in three years
Robotics Technology	AAS	Programs will be integrated into an umbrella program, Computer Integrated Manufacturing (CIM), currently under development. These programs will continue until CIM is implemented.	Accept pending consideration of new umbrella program proposal.
Manufacturing Technology	AAS		
Mechanical Engineering Technology	AAS		
Computer Aided Design	C0		
Sales	AAS, C0	Will deactivated once new AAS in Business is developed and approved.	Accept pending consideration of new program proposal.
Diesel Technology	AAS, C0, C1	Program has been redesigned; meets unique need in region; request continuation	Accept with follow-up in three years
Building Inspection & Code Enforcement	AAS, C1	Meets unique need in region; request continuation	Accept with follow-up in three years
Lead Maintenance Mechanic	C0	Will be deactivated.	Accept
Phlebotomy	C0	Will be deactivated.	Accept
Technical/Business Communications	C1	Will be deactivated.	Accept
Construction Management Technology	AAS	Still under review; additional information required.	Pending

STATUTORY REFERENCE

Section 173.005(7) CBHE statutory responsibility to collect the necessary information and develop comparable data for all institutions of higher education in the state . . . Section 173.020(4) RSMo, CBHE statutory responsibility for designing a coordinated plan for higher education in the state...

Section 173.030(2) RSMo, CBHE statutory responsibility for recommending to governing boards of any institutions in the state the development, consolidation, or elimination of programs, degree offerings, physical facilities or policy changes where that action is deemed . . . in the best interests of the institution . . . and or the general requirements of the state.

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Coordinating Board for Higher Education
Transfer of Guaranty Agency Funds
December 8, 2011

DESCRIPTION

The Missouri Department of Higher Education acts as a guaranty agency in the Federal Family Education Loan Program. Federal statutes require FFEL Program guaranty agencies to establish and maintain certain funds, one of which is the "Operating Fund." Pursuant to federal statute, the operating fund receives certain activity-based revenues from the federal government that can be used for guaranty agency-related activities and "[o]ther student financial aid-related activities for the benefit of students, as selected by the guaranty agency."

In order to help fill funding gaps in state student financial aid resulting from the state budget crisis, the MDHE transferred a total of \$11.5 million from the operating fund to the A+ and Bright Flight programs during Fiscal Year 2012 after receiving authorization from the CBHE. In conjunction with approving the transfer, the CBHE recognized that the operating fund could not sustain another transfer of that magnitude.

The 2013 budget outlook continues to be grim and it is likely that funding for state financial aid programs may again be lacking. Consequently, if state revenues are not allocated to financial aid programs in amounts sufficient to sustain appropriation requests, the CBHE might again need to consider contributing to one or more state financial aid programs through a transfer from the operating fund. However, the amount available for transfer will be significantly smaller than during FY12.

The FY13 budget request approved by the CBHE in September did not contain a transfer appropriation request to enable a transfer from the operating fund to state aid programs. However, it is possible that as the budget moves through the administrative and legislative processes, state officials may again look to the operating fund as a supplemental source of funding. In anticipation of such an occurrence, the MDHE has carefully analyzed projected operating fund revenues and required expenditures. The resulting conclusion is that no more than \$3 million could be transferred from the operating fund during FY13 without comprising the fund's ability to meet existing responsibilities.

Pursuant to Missouri statutes, the operating fund is administered by the MDHE in accordance with policies established by the CBHE. Therefore, transfers from the fund for other than use by the department in administering the guaranteed student loan program require board approval.

STATUTORY REFERENCE

Sections 173.005.2, 173.105.1 & 173.120, RSMo
20 U.S.C. 1072b

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RECOMMENDED ACTION

It is recommended that the board authorize the MDHE to request a one-time transfer of an amount not to exceed \$3 million from the guaranty agency operating fund to one or more state financial aid programs, if such a transfer becomes necessary to supplement funding for FY13.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Coordinating Board for Higher Education
Performance Funding Model
December 8, 2011

DESCRIPTION

A task force appointed by the Commissioner has been meeting over the course of several months in order to develop a performance funding model to compliment the other components of the Higher Education Funding model that comprises the Coordinating Board's institutional funding policies. This item presents the recommendations of the task force for the Board's consideration.

Background

A concerted effort to revise the budget policies of Missouri public higher education started in 2007, with the establishment of the Higher Education Funding Task Force. This task force met for a year, and with the assistance of national higher education finance expert Brenda Albright, formulated a comprehensive structure for budget requests and funding allocations.

The HEF model is predicated on a stable and adequate base funding. COPHE and MCCA, individually, adopted base funding allocation formulas that would distribute additional funding differentially among their respective memberships to account for factors such as enrollment growth and shifts, the cost of programs delivered and the availability of local and other resources.

The second component of the HEF model is the concept of strategic initiatives. These are particular funding plans designed to address pressing needs facing the state. For example, the state is facing a shortage in all variety of health care professionals. With additional investment, higher education institutions were able to increase the production of health care professionals through the Caring for Missourians initiative.

The final component of the HEF model is performance funding. Missouri has a history of allocating additional state resources on the basis of performance through the Funding for Results program from the late 1990s. However there has been no visibility for performance funding since then with the exception of the budget requests for pilot projects that the Coordinating Board has consistently brought forward. Performance funding was certainly the least developed of the components of the HEF model when the commissioner established the Performance Funding Task Force in early 2011.

Task Force Activities and Recommendations

This item is intended to give a basic overview of the task force's recommendations. The recommendations themselves are presented in the attachment.

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December 8, 2011

The Performance Funding Task Force began meeting in February of 2011, and met regularly over the course of the year. The first areas of focus were to examine the emerging practices in other states regarding the implementation of performance funding. Some of the states most active in this arena are Ohio, Indiana, Tennessee, Texas and Washington. The task force found that the most recent generation of performance funding systems are characterized by an emphasis on persistence, degree completion and efficiency. This is part of a larger policy shift in higher education finance away from funding access (through rewarding enrollment) towards funding completions, consistent with the direction set by many national groups and policy leaders including President Obama, Governor Nixon and the Lumina Foundation, who have all adopted goals of greatly increasing the percentage of Americans with a postsecondary credential.

The task force used the analysis of the work in other states to inform its discussions and begin to tailor an approach that makes the most sense for Missouri. There was a commonality from other states that implied wisdom in using fewer, rather than more, indicators and making sure that definitions and data collection procedures are commonly and easily understood. As Missouri has no real policy factors driving higher education finance, such as funding being driven by enrollment, credit hour delivery, completions, etc. the task force did not have to deal with the issues many other states had to grapple with in transitioning from one set of policy factors (i.e. inputs) to another (i.e. completions).

In August of 2011, the Governor made performance funding the theme of his second Summit on Higher Education. National higher education finance experts Jane Wellman and Brenda Albright were featured at the summit and discussed trends and best practices across the country related to performance funding. In his address, the governor called for the development of performance funding measures that focused on five key areas. These were:

- Improved student success and progress;
- Increased degree attainment;
- Increased quality of student learning;
- Affordability; and
- Support of institution-specific missions.

The direction provided by the governor was largely consistent with the existing direction of the task force, as well as the research on common practices in other leading states that was studied by the task force.

Thus the task force was able to arrive at a set of recommendations that are consistent with best practices across the country and the direction called for by the governor.

The task force's recommendations are attached for the Coordinating Board's consideration.

Components yet to be Completed

There are three important components of the performance funding recommendations that are not complete at this time and will require additional board action at the February meeting. The first is the establishment of institution-specific measures for the COPHE institutions. Several

institutions submitted their proposed measures but there was not enough time for those measures to be sufficiently analyzed prior to this meeting for them to be included in the recommendation for board action. MDHE staff will work with the institutions to finalize each of those measures for approval at the February CBHE meeting.

The second component is the establishment of benchmarks upon which sustained excellence could be measured to constitute success in lieu of improvement over the previous year. For community colleges, several of their measures are part of the National Community College Benchmarking Project. The NCCBP provides an external benchmark to gauge excellence on those measures. Thus, the recommended model will recognize success as maintaining performance in the top quartile of the NCCBP, even if the institution didn't improve from the previous year.

However, for community college measures not taken from the NCCBP, and all COPHE, Linn State, and institution-specific performance measures, an external benchmark will have to be developed for the "sustained excellence" option to be available. Institutions have been working diligently towards establishing these benchmarks but they are not sufficiently developed to be a part of the recommendations at this time. If institutions wish to use this option for demonstrating success, the proposed benchmarks will have to be brought forward to MDHE staff in the upcoming weeks so they can be analyzed and validated prior to the February CBHE meeting. If external benchmarks for "sustained excellence" are not established for a particular measure, then improved performance over the previous year will be the only method used to evaluate success on that measure.

Lastly, the task force intends to incorporate a choice for institutions to utilize a special weighting factor for STEM students, completions, etc. into any existing measure where applicable and appropriate. This incorporation, while likely not complicated, has not yet taken place. However, it will be completed and brought to the CBHE for approval at the February meeting.

STATUTORY REFERENCE

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

Sections 173.005.2(2), 173.030(3), and 173.040(5), RSMo, CBHE statutory responsibility to establish guidelines for appropriations requests and to recommend a budget for each state-supported university

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

RECOMMENDED ACTION

It is recommended that the Coordinating Board accept the recommendations of the Performance Funding Task Force as presented.

ATTACHMENT(S)

Attachment A – Members of the Performance Funding Task Force

Attachment B – Recommendations of the Performance Funding Task Force

Performance Funding Task Force Membership

Mr. Paul Wagner, Department of Higher Education
Dr. Mike Nietzel, Office of the Governor
Mr. Mike Price, Appropriations Staff, Missouri House of Representatives
Mr. Trevor Foley, Appropriations Staff, Missouri Senate
Ms. Stacey Preis, Joint Committee on Education Staff, Missouri General Assembly
President Alan Marble, Crowder College
President Evelyn Jorgenson, Moberly Area Community College
President Hal Higdon, Ozarks Technical Community College
Ms. Carla Chance, St. Louis Community College
Ms. Zora Mulligan, Missouri Community College Association
Mr. John Nilges, Linn State Technical College
President John Jasinski, Northwest Missouri State University
President Ken Dobbins, Southeast Missouri State University
Mr. Dave Rector, Truman State University
Ms. Nikki Krawitz, University of Missouri System
Mr. Brian Long, Council on Public Higher Education

Performance Funding Task Force

Recommendations

Background

The HEF model, the Coordinating Board's existing funding policy, is predicated on a stable and adequate base funding. With the state funding situation being characterized by core cuts in bad years, and no increases in better years since 2007, there have been no adjustments in the base for differential enrollment increases, changes in program mix, inflationary costs that must be borne by institutions, etc.

- Thus the Performance Funding Task Force finds it imperative that its recommendations first acknowledge that the current base funding levels for Missouri public institutions are universally inadequate and, in some members' opinion, inequitable, and new investments in base funding should continue to be the top priority for the Coordinating Board in advocating for increased appropriations for higher education.

While there has been activity in the strategic initiative component of the HEF model, the performance funding component has been the least developed, prompting the commissioner to establish the Performance Funding Task Force in early 2011.

Missouri has a history of allocating additional state resources on the basis of performance through the Funding for Results program from the late 1990s. However there has been no visibility or implementation strategy for performance funding since then with the exception of the unsuccessful budget requests for pilot projects that the Coordinating Board has consistently brought forward. With national trends in higher education finance moving towards a greater emphasis on performance driving the allocation of state dollars, the time was right for Missouri to revisit performance funding and develop a new model.

Recommendations

The task force recommends the following for a performance funding model:

- 1) Consistent with the vision of the governor, the task force recommends that FY13 be established as the baseline year for data collection and building of support for establishing performance funding with funding first being requested for the FY14 budget. This year will also be used to continually evaluate the selected measures to ensure that they are reasonable and the associated data is available, valid and reliable. The task force recommends that the Coordinating Board remain open to revisions to the selected measures if for some reason one or more is found to be unworkable.
- 2) The task force recommends that all performance measures be evaluated based on a three-year rolling average with success being defined for each institution individually as improvement over that institution's performance from the previous year, or, when applicable, maintenance of a high level of performance in relation to a previously established and externally validated threshold. The base year for each measure will itself also represent a three-year average.

- 3) Performance funding will only apply to a portion of new appropriations from the state, and it will not be applied to existing base appropriations. Institutions will have the same complete flexibility regarding spending decisions with the money provided through performance funding as exists with current state appropriations. Furthermore, funding earned through performance in one year will be added to an institution's base the following year. Consequently, the task force recommends that the total funding allocated on the basis of performance will not exceed approximately 2-3 percent of an institution's total state funding in any given year.
- 4) Each institution will use five performance indicators. Therefore, institutions can earn one-fifth of its available increase in funding by demonstrating success on one of its five performance measure. If an institution demonstrates success on two measures, then it would earn two-fifths of the money, etc. while an institution succeeding on all five measures would receive 100 percent of its increase in funding made available.

RECOMMENDED PERFORMANCE MEASURES

In the development of their respective sets of performance indicators, each sector sought measures with certain key characteristics. These characteristics include:

- 1) Reliance on existing, and externally validated data
- 2) Alignment with established statewide goals
- 3) Straight-forward in nature and easily understood

MCCA

The Missouri Community College Association has recommended the adoption of the following performance indicators for all community colleges:

Student Success and Progress –

- 1) Three-year completion rate for first-time, full-time entering students.
This measure includes students who successfully complete a certificate or degree of at least one year or longer, or successfully transfer to a 4-year institution.
- 2) Percentage of developmental students who successfully complete their last developmental English course, who then successfully complete their first college-level English course.
- 3) Percentage of developmental students who successfully complete their last developmental math course who then successfully complete their first college-level math course.

Increased Degree Attainment and Quality of Student Learning –

- 4) Percentage of career/technical graduates who pass their required licensure/certification examination.

Financial Responsibility and Efficiency

- 5) Number of credit hours delivered per \$100,000 of state appropriations.

Success on each measure will be defined as improvement over the previous year's performance (both measured with three-year rolling averages) or, where applicable and appropriate, sustained performance in the top quartile of the National Community College Benchmarking Project (NCCBP), or other externally validated benchmark. Measures 1, 2 and 3 are part of the NCCBP, a comprehensive national data collection and reporting consortium designed for two-year colleges with over 280 colleges participating nationwide, including all Missouri community colleges.

TECHNICAL COLLEGE SECTOR

Linn State Technical College has recommended the adoption of the following performance indicators:

Student Success and Progress –

- 1) Three-year graduation rate
- 2) Freshman-to-sophomore retention

Student Placement and Quality of Student Learning –

- 3) Job placement (180 day follow-up)
- 4) Improvements in assessments in the major field, and/or
- 5) Improvements on professional/occupational licensure tests

Success on each measure will be defined as improvement over the previous year's performance (both measured with three-year rolling averages) or, where applicable, sustained performance relative to an external benchmark.

COPHE

The Council on Public Higher Education has recommended the adoption of the following performance indicators:

- 1) Student Success and Progress (institutions will choose one):
 - a) Freshman to sophomore retention, or
 - b) First-time, full-time freshmen successfully completing 24 hours in their first academic year.
- 2) Increased Degree Attainment (institutions will choose one):
 - a) Total degrees awarded, or
 - b) Six-year cohort graduation rates
- 3) Quality of Student Learning (institutions will choose one):
 - a) Improvements in assessments of general education, or

- b) Improvements in assessments in the major field, or
 - c) Improvements on professional/occupational licensure tests
- 4) Financial Responsibility and Efficiency (institutions will choose one):
- a) Percent of total education and general expenditures expended on the core mission (instruction, research and public service), or
 - b) Increase in educational revenue (state appropriations plus net tuition revenue) per full-time equivalent student at or below the increase in the consumer price index.
- 5) In order to recognize and provide incentives for continued improvement in mission-specific areas, each institution will choose one institution-specific measure to be approved by the Coordinating Board.

Success on each measure will be defined as improvement over the previous year's performance (both measured with three-year rolling averages) or, where applicable, sustained performance relative to an external benchmark.

AGENDA ITEM SUMMARY

AGENDA ITEM

Coordinating Board for Higher Education
Foster Care Tuition Waiver
December 8, 2011

DESCRIPTION

During the 2009 legislative session, the General Assembly passed and the Governor signed a statutory provision authorizing a waiver of tuition and fees to qualifying foster and residential care students who take undergraduate courses at Missouri's public institutions of higher education. A copy of the pertinent statutory sections is attached. Although the Department of Social Services is the primary agency responsible for the administration of the waiver process, the Missouri Department of Higher Education has responsibility for two aspects of the program. This agenda item provides background and requests board action regarding the remaining responsibility under this program.

Background

On June 9th, the Coordinating Board for Higher Education approved eligibility criteria for participating in the waiver program. The board also approved criteria for prioritizing awards of waivers if the appropriation is insufficient to approve waivers for all those eligible. The remaining responsibility for the department with respect to this program relates to a service requirement for students eligible to receive waivers. Specifically, the statute provides that students receiving the waiver must:

Complete a minimum of one hundred hours of community service or public internship within a twelve-month period beginning September first for each year in which the student is receiving a tuition and fee waiver award under this section. The department of higher education, in collaboration with participating state institutions of higher education, shall by rule determine the community service and public internships that students may participate in to meet the requirements of this subdivision. A student may fulfill this requirement by completing the necessary community service or public internship hours during the summer. Section 173.270.2(4), RSMo.

Current Status

In fulfillment of this statutory requirement, the department sent all public colleges and universities information about this program requirement and solicited input regarding what should be included as appropriate community service or public internship activities. Responses were received from nine institutions and their suggestions and recommendations are included in the following listing.

Based on institutional input, the following criteria are recommended by staff as appropriate community service and public internship activities under this program.

Coordinating Board for Higher Education
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- Volunteering with a non-profit community service organization
- Community service club activities (not meetings)
- Campus coordinated community service projects include unpaid practica and internships as well as philanthropic activities conducted by student service organizations
- Institutional and community sustainability projects
- Volunteering at a hospital, convalescent home, or orphanage
- Unpaid peer mentoring or tutoring programs, both on- and off-campus
- Weekend campus clean-up, beautification activities
- Helping with a community team such as AYSO soccer or Little League (helping with sports events of younger children, refereeing, etc.)
- Volunteering for Habitat for Humanity, locally or abroad
- Unpaid internships with a local, state or federal agencies

The following are not considered appropriate for community service:

- Work often done by office, teacher or library student aides
- Service performed for a profit-making organization
- Service accomplished without obtaining prior approval
- Activities usually considered normal extracurricular (or co-curricular) activities,
- Service performed by a student for a family member or in instances where the family member supervises the service
- Service related to a class, credit for a class or the making of profit, defraying costs of trips, etc.
- Pay is received for the service rendered

As mentioned previously, the Department of Social Services is the primary agency for this program and they have named the program “Missouri Reach.” They have contracted with the organization Foster Care to Success (formerly Orphan Foundation of America) to handle the administrative aspects of this program. In addition to program administration, this organization provides various support services for students in this and related programs and has also indicated they will provide assistance with the administration and monitoring of the community service and public internship activities.

Conclusion

For this program to fulfill its intended purpose beginning with the 2011-2012 academic year, it is crucial that this component of program eligibility be established in a timely manner. Establishing these criteria ensure compliance with the statutory provisions of the program and provide a solid basis for the initial operation of the program.

STATUTORY REFERENCE

Section 173.270, RSMo

RECOMMENDED ACTION

Coordinating Board for Higher Education
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It is recommended that the Coordinating Board approve the criteria listed above for community service and public internship activities relating to the Foster Care and Residential Care Tuition Waiver Program.

ATTACHMENT(S)

Section 173.270, RSMo, Foster care or residential care students' tuition waiver

Missouri Revised Statutes

Chapter 173 Department of Higher Education Section 173.270

August 28, 2010

Foster care or residential care students, waiver of tuition and fees, when.

173.270. 1. The coordinating board for higher education shall make provisions for institutions under the board's jurisdiction to award a tuition and fee waiver for undergraduate courses at state institutions of higher education for any student, beginning with incoming freshmen in the 2010 fall semester or term, who:

- (1) Is a resident of this state;
- (2) Has graduated within the previous three years from high school or passed the GED examination; and
- (3) Has been in foster care or other residential care under the department of social services on or after:
 - (a) The day preceding the student's eighteenth birthday;
 - (b) The day of the student's fourteenth birthday, if the student was also eligible for adoption on or after that day; or
 - (c) The day the student graduated from high school or received a GED.

2. To be eligible for a waiver award, a student shall:

- (1) Apply to and be accepted at the institution not later than:
 - (a) The third anniversary of the date the student was discharged from foster or other residential care, the date the student graduated from high school, or the date the student received a GED, whichever is earliest; or
 - (b) The student's twenty-first birthday;
- (2) Apply for other student financial assistance, other than student loans, in compliance with federal financial aid rules, including the federal Pell grant;
- (3) Apply to the coordinating board for higher education for a determination of eligibility. Application shall be on forms and in a manner prescribed by rule of the coordinating board; and
- (4) Complete a minimum of one hundred hours of community service or public internship within a twelve-month period beginning September first for each year in which the student is receiving a tuition and fee waiver award under this section. The department of higher education, in collaboration with participating state institutions of higher education, shall by rule determine the community service and public internships that students may participate in to meet the requirements of this subdivision. A student may fulfill this requirement by completing the necessary community service or public internship hours during the summer.

3. The tuition and fee waiver provided by this section shall be awarded on an annual basis, subject to appropriation to reimburse the institution, and shall continue to be available, if the student is otherwise eligible

under this section, as long as the student remains in good academic standing at the state institution of higher education. The institution shall monitor compliance with subdivision (4) of subsection 2 of this section and report it to the department of higher education.

4. The waiver provided by this section for each eligible student may be used for no more than four years of undergraduate study and may only be used after other sources of financial aid that are dedicated solely to tuition and fees are exhausted.

5. No student who is enrolled in an institution of higher education as of August 28, 2009, shall be eligible for a waiver award under this section.

6. Any rule or portion of a rule, as that term is defined in section 536.010, that is created under the authority delegated in this section shall become effective only if it complies with and is subject to all of the provisions of chapter 536 and, if applicable, section 536.028. This section and chapter 536 are nonseverable and if any of the powers vested with the general assembly pursuant to chapter 536 to review, to delay the effective date, or to disapprove and annul a rule are subsequently held unconstitutional, then the grant of rulemaking authority and any rule proposed or adopted after August 28, 2009, shall be invalid and void.

(L. 2009 H.B. 481)

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Missouri General Assembly

AGENDA ITEM SUMMARY

AGENDA ITEM

Coordinating Board for Higher Education
MDHE Fall Workshops
December 8, 2011

DESCRIPTION

Each fall for more than three decades, the MDHE has hosted regional training workshops for financial aid personnel. Because helping students succeed in postsecondary education takes a concerted effort, the workshops now include high school guidance counselors and college admissions counselors in addition to financial aid staff.

Staff from the MDHE, the Department of Elementary and Secondary Education and the Department of Economic Development presented sessions with topics including financial literacy, vocational rehabilitation, diploma mills, career centers and MDHE programs and services. The workshops offered participants an opportunity to gain knowledge, perspective and insight from the diverse group of attendees and presenters who share a common interest in helping people along the path to successful and productive lives.

In order to minimize travel time for attendees, the MDHE held workshops in Columbia, Kansas City, Springfield and St. Louis. Evaluation forms invited the more than 250 participants to evaluate the workshop sessions by “grading” the presenters, content and topic on a four point scale. The results were overwhelmingly positive with a comprehensive grade of 3.77.

All presentations and handouts for 2011 workshops are available on the MDHE’s website at <http://www.dhe.mo.gov/ppc/fallworkshops.php>.

STATUTORY REFERENCE

n/a

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Coordinating Board for Higher Education
Student Loan Program Update
December 8, 2011

DESCRIPTION

The landscape of federal student loans continues to change at a rapid pace, which may eventually impact the way that the MDHE guaranty agency provides services to its various constituents. However, until pending changes are finalized, the MDHE guaranty agency will continue to fulfill operational responsibilities related to its existing guaranteed loan portfolio and deliver outreach, default prevention and financial literacy services. The purpose of this agenda item is to describe recent events relating to the MDHE guaranty agency's future and its current activities.

As described in September 2011 board materials, the MDHE recently submitted a proposal, along with 11 other state-based guaranty agencies, to the U.S. Department of Education to continue to provide services to students, families, colleges and lenders through a "voluntary flexible agreement." The 1998 Amendments to the Higher Education Act authorize the U.S. Secretary of Education to enter into VFAs with guarantors. Through these agreements the secretary can waive or modify the federal requirements that apply to guaranty agencies. After receiving VFA proposals from numerous guarantors, USDE held a conference call with submitters giving general feedback relating to the proposals and outlining next steps. USDE officials plan to provide proposal-specific feedback and questions to each guarantor that submitted a proposal. Guarantors will then have a relatively short period of time to consider the feedback and resubmit proposals. Although USDE has not committed to a date by which the agreements will be executed and implemented, one official suggested it might be within 18 months.

In addition, Missouri's state guaranty agency designation and portfolio continue to be of interest to an out-of-state guaranty agency and its collection agency partner. These entities have jointly proposed to take over the Missouri's guarantor designation, portfolio, and responsibilities in exchange for allowing Missouri to keep any net cash balance remaining in the Guaranty Agency Operating Fund to use for financial aid-related activities. In addition, Missouri could potentially receive a portion of the net proceeds from defaulted student loan collections related to the MDHE portfolio. It is still unclear whether USDE would approve such a transaction.

Meanwhile, the MDHE guaranty agency has continued to provide services to Missouri's students, families and financial aid community. MDHE outreach staff travel the state speaking to students and parents about how to plan and pay for college in Missouri. So far this year, staff members have participated in nearly 90 events reaching approximately 18,000 students. In addition, guaranty agency staff members are laying the groundwork for the 2012 FAFSA Frenzyⁱ program which is on target to assist families complete the Free Application for Federal Student Aid in 49 different locations around the state during February and March 2012. Finally, the MDHE recently wrapped up regional fall training workshops. Please refer to Tab J for additional information regarding fall workshops.

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MDHE staff will keep the CBHE apprised as additional information becomes available.

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None.

ⁱ *FAFSA Frenzy, a program of College Goal SundaySM, is offered in Missouri through partnerships between the Missouri Department of Higher Education (MDHE) with the Missouri Association of Student Financial Aid Personnel (MASFAP), the Missouri Higher Education Loan Authority (MOHELA), the Lumina Foundation for Education, and the YMCA. The College Goal SundaySM program was created by the Indiana Student Financial Aid Association (ISFAA), with funding from Lilly Endowment, Inc., and with supplemental support from the Lumina Foundation for Education.

AGENDA ITEM SUMMARY

AGENDA ITEM

Coordinating Board for Higher Education
College Access Challenge Grant
December 8, 2011

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 concerning the MDHE activities funded through this federal grant.

Current Activities

On September 26, 2011, the MDHE received the official grant award notification from the United States Department of Education for cycle four of the grant, which begins during the 2012 state fiscal year. The department is using the grant to support the following activities designed to increase the rates at which Missourians attend and succeed in higher education:

Financial Literacy and Related Materials

The CACG provides financial support to assist the MDHE in its efforts to provide students and families with information about financial literacy and postsecondary education opportunities. Since June 1, the MDHE has distributed 115,682 pieces of financial literacy materials throughout the state.

FAFSA Frenzy Event, a program of College Goal Sunday

This program is focused on increasing the rate of on-time Free Application for Federal Student Aid completion, especially with audiences that are traditionally under-served within the United States postsecondary education system. It is a volunteer program that provides direct, expert assistance to students and families in completing the FAFSA. It is offered in Missouri through partnerships between the Missouri Department of Higher Education, the Missouri Association of Student Financial Aid Personnel, the Lumina Foundation for Education and the YMCA. In 2012, there will be 49 sites across the state that will host a FAFSA Frenzy Event.

Planning and Paying for College Workshops

The MDHE also provides Planning and Paying for College Workshops to students and their families throughout the state. These workshops provide information and resources on planning academically for postsecondary education, sources and types of financial aid, and FAFSA completion.

College Fairs

Coordinating Board for Higher Education
December 8, 2011

The MDHE also participates in the Missouri Association of Collegiate Admission Counselors college fairs throughout the state of Missouri. College fairs also provide the opportunity for MDHE staff to answer student and parent questions, educate attendees about the student financial aid resources available to them and make attendees aware of other programs such as FAFSA Frenzy.

Sub-grants

In addition to the financial literacy and outreach services, the MDHE uses a portion of the federal funds to administer a competitive grant program designed to expand and strengthen programs operated by higher education institutions and non-profit organizations. The Cycle 4 Request for Proposals was posted to the MDHE website on October 24. Approximately \$1.5 million in grant funds will be available in the upcoming award cycle. A letter of intent to apply for the grant is due to the MDHE by December 1, and the deadline for the completed RFP is December 22. The RFP is available at www.dhe.mo.gov/ppc/grants/collegeaccess.php.

Successful proposals must detail how the proposed project and activities will achieve results in at least one of the following areas.

- Provide effective information to students and families on postsecondary education benefits, opportunities, planning and career preparation.
- Provide actionable information on financing options, including activities that promote financial literacy, debt avoidance and management among students and families.
- Conduct outreach activities for students who may be at risk of not enrolling in or completing college.
- Assist prospective and continuing students in the completion of the FAFSA.
- Tracking student FAFSA completion.

The MDHE seeks to distribute the grant funds equitably throughout the state of Missouri and encourages applicants to create partnerships with other eligible organizations. The MDHE will assemble a review team of secondary and postsecondary education professionals from outside of the department to evaluate the proposals. Staff anticipates an announcement of the awards in February of 2012.

Student Portal

In today's technological environment, it is essential that the department use the available resources to identify and assist students with the barriers to successful college transitions. In response, the department is using grant funds to design and deploy a web-based student portal intended to provide a unified and attractive destination for Missouri students and families. The portal will provide a single source for information on a range of subjects including options for postsecondary education in Missouri, academic preparation while in high school, financial literacy and planning, and assistance and guidance concerning eligibility for state student

financial assistance. The goal is to provide a flexible platform that can be expanded as future resources and needs change.

Conclusion

Although there are multiple activities incorporated with the CACG, each activity is vital to the overall success of reaching out to low income students and families to let them know that a postsecondary education is accessible. Whether it is financial literacy outreach by the MDHE staff or by services provided by sub-grantees, the CACG is serving a wide range of students and families throughout the state of Missouri.

STATUTORY REFERENCE

Section 173.050 RSMo, Powers of the coordinating board.

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Coordinating Board for Higher Education
Academic Program Actions
December 8, 2011

DESCRIPTION

This agenda item reports all proposals for program actions reviewed by the Missouri Department of Higher Education since the September 8, 2011 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	6	0	9	0	15
Inactivated	0	0	0	0	0
Other Program Changes*	17	5	13	3	38
New	2	4	0	1	7
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.

INDEPENDENT INSTITUTIONS

	Certificate	Associate	Baccalaureate	Graduate	Total
Deleted	0	0	0	0	0
Inactivated	0	0	0	0	0
Other Program Changes*	0	0	0	2	2
New	0	0	6	2	8
Off-site	0	0	0	3	3

Coordinating Board for Higher Education
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Programs Withdrawn	0	0	0	0	0
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* Includes options inactivated/deleted, options added, titles changed, certificates added, programs combined.

NAME CHANGE

Hannibal-LaGrange College has officially changed its name to Hannibal-LaGrange University. This action has been approved by the Missouri Secretary of State and the Higher Learning Commission of the North Central Association of Colleges and Schools.

STATUTORY REFERENCE

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

RECOMMENDED ACTION

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

ATTACHMENTS

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

Missouri State University

1. Current Program:

BFA, Dance

Approved Change:

Delete program

Program as Changed:

BFA, Dance (*deleted*)

2. Current Program:

BA, Antiquities

Classical Studies

Near Eastern Studies

New World Studies

Approved Change:

Delete program

Program as Changed:

BA, Antiquities (*deleted*)

Classical Studies (*deleted*)

Near Eastern Studies (*deleted*)

New World Studies (*deleted*)

3. Current Program:

BS, Engineering Physics

Computer Engineering

Materials Science

Personalized

Approved Change:

Delete program

Program as Changed:

BS, Engineering Physics (*deleted*)

Computer Engineering (*deleted*)

Materials Science (*deleted*)
Personalized (*deleted*)

4. Current Programs:
BA, Public Administration
BS, Public Administration

Approved Change:
Delete programs

Programs as Changed:
BA, Public Administration (*deleted*)
BS, Public Administration (*deleted*)

5. Current Program:
BSED, Technology Education

Approved Change:
Delete program

Program as Changed:
BSED, Technology Education (*deleted*)

Northwest Missouri State University

1. Current Program:
BS, Alternative Energy

Approved Change:
Delete program

Program as Changed:
BS, Alternative Energy (*deleted*)

St. Louis Community College (Florissant Valley, Forest Park, and Meramec)

1. Current Program:
C1, Technical / Business Communication

Approved Change:
Delete Program

Program as Changed:
C1, Technical / Business Communication (*deleted*)

St. Louis Community College – Florissant Valley

1. Current Program:
C1, Human Services

Approved Change:
Delete program

Program as Changed:
C1, Human Services (*deleted*)

St. Louis Community College – Forest Park

1. Current Program:
C0, Dental Assisting

Approved Change:
Delete program

Program as Changed:
C0, Dental Assisting (*deleted*)

2. Current Program:
C1, Hospitality Studies: Hotel Management

Approved Change:
Delete program

Program as Changed:
C1, Hospitality Studies: Hotel Management (*deleted*)

3. Current Program:
C1, Hospitality Studies: Restaurant Management

Approved Change:
Delete program

Program as Changed:
C1, Hospitality Studies: Restaurant Management (*deleted*)

St. Louis Community College – Meramec

1. Current Program:
C0, Digital Media: 3D Design and Animation

Approved Change:
Delete program

Program as Changed:
C0, Digital Media: 3D Design and Animation (*deleted*)

University of Central Missouri

1. Current Program:
BA, Chemistry

Approved Change:
Delete program

Program as Changed:
BA, Chemistry (*deleted*)

II. Inactivated Programs

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

III. Approved Changes in Academic Programs

Jefferson College

1. Current Program:
AAS, Criminal Justice

Approved Change:
Add single-semester certificate (C0), Law Enforcement

Programs as Changed:
AAS, Criminal Justice
C0, Law Enforcement

2. Current Program:
AAS, Heating/AC/Refrigeration Technology

Approved Changes:
Add one-year certificate (C1), Heating, Refrigeration, and A/C Technology: Installer developed from approved existing parent degree
Add one-year certificate (C1), Heating, Refrigeration, and A/C Technology: Technician developed from approved existing parent degree

Programs as Changed:
(C1), Heating, Refrigeration, and A/C Technology: Installer
(C1), Heating, Refrigeration, and A/C Technology: Technician

Moberly Area Community College

1. Current Program:
N/A

Approved Change:
Add single-semester certificate (C0), Systems Operations developed from approved existing parent degree (*for delivery at the main campus, as well as off-site at the Advanced*

Technology Center in Mexico, the Columbia Higher Education Center in Columbia, the Hannibal Area Higher Education Center in Hannibal, the Jim Sears Northeast Technical Center in Edina, and the Kirksville Higher Education Center in Kirksville, Missouri.)

Program as Changed:

CO, Systems Operations (*for delivery at the main campus, as well as off-site at the Advanced Technology Center in Mexico, the Columbia Higher Education Center in Columbia, the Hannibal Area Higher Education Center in Hannibal, the Jim Sears Northeast Technical Center in Edina, and the Kirksville Higher Education Center in Kirksville, Missouri.)*)

2. Current Programs:

AAS, Early Childhood (*for delivery at the main campus, as well as off-site at the Advanced Technology Center in Mexico, the Columbia Higher Education Center in Columbia, the Hannibal Area Higher Education Center in Hannibal, the Kirksville Higher Education Center in Kirksville, Missouri.*)

C1, Early Childhood (*for delivery at the main campus, as well as off-site at the Advanced Technology Center in Mexico, the Columbia Higher Education Center in Columbia, the Hannibal Area Higher Education Center in Hannibal, the Kirksville Higher Education Center in Kirksville, Missouri.*)

Approved Change:

Change title of programs to Early Childhood Education

Programs as Changed:

AAS, Early Childhood Education (*for delivery at the main campus, as well as off-site at the Advanced Technology Center in Mexico, the Columbia Higher Education Center in Columbia, the Hannibal Area Higher Education Center in Hannibal, the Kirksville Higher Education Center in Kirksville, Missouri.*)

C1, Early Childhood Education (*for delivery at the main campus, as well as off-site at the Advanced Technology Center in Mexico, the Columbia Higher Education Center in Columbia, the Hannibal Area Higher Education Center in Hannibal, the Kirksville Higher Education Center in Kirksville, Missouri.*)

Missouri State University

1. Current Program:

BFA, Theatre

Acting

Design / Technology / Stage Management

Approved Change:

Change title of program to *Theatre and Dance*

Acting

Design / Technology / Stage Management

Program as Changed:

Coordinating Board for Higher Education

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BFA, Theatre and Dance

Acting

Design / Technology / Stage Management

2. Current Program:

BS, Geography

Environmental & Natural Resources

General

Geotourism

Approved Changes:

Add *Cultural & Regional Geography* option

Delete *General* option

Program as Changed:

BS, Geography

Cultural & Regional Geography

Environmental & Natural Resources,

General (*deleted*)

Geotourism

3. Current Program:

BS, Agronomy

Approved Change:

Change program to *Natural Resources*

Program as Changed:

BS, Natural Resources

4. Current Program:

BS, Housing and Interior Design

Approved Change:

Change title of program to *Interior Design*

Program as Changed:

BS, Interior Design

5. Current Program:

BA, Latin

Approved Change:

Change title of program to *Classics – Latin Concentration*

Program as Changed:

Coordinating Board for Higher Education

December 8, 2011

BA, Classics – Latin Concentration

6. Current Program:

BSED, Latin

Approved Change:

Change title of program to *Classics – Latin Concentration*

Program as Changed:

BSED, Classics – Latin Concentration

7. Current Program:

MSED, Reading

Approved Change:

Change title of program to *Literacy*

Program as Changed:

MSED, Literacy

8. Current Program:

BS, Hospitality and Restaurant

Club Management

Food & Beverage

Lodging

Senior Living Management

Tourism

Approved Change:

Add General Operations option

Program as Changed:

BS, Hospitality and Restaurant

Club Management

Food & Beverage

General Operations

Lodging

Senior Living Management

Tourism

9. Current Program:

BS, Horticulture

Approved Changes:

Change title of program to Environmental Plant Science

Add options:

Coordinating Board for Higher Education

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Crop Science
Horticulture

Program as Changed:
BS, Environmental Plant Science
Crop Science
Horticulture

10. Current Program:
BS, Marketing
Advertising & Promotion
Marketing Management
Marketing Research
Merchandising Sale / Retailing / Sales Management

Approved change:
Delete options:
Merchandising Sale / Retailing / Sales Management

Program as Changed:
BS, Marketing
Advertising & Promotion
Marketing Management
Marketing Research
Merchandising Sale / Retailing / Sales Management (*deleted*)

11. Current Program:
BS, General Agriculture
Agricultural Communications
Agriculture
Food Plant Management

Approved Change:
Delete Food Plant Management option

Program as Changed:
BS, General Agriculture
Agricultural Communications
Agriculture
Food Plant Management (*deleted*)

12. Current Program:
MSED, Instructional Media Technology

Approved Change:
Change title of program to *Educational Technology*

Coordinating Board for Higher Education
December 8, 2011

Program as Changed:
MSED, Educational Technology

Ozarks Technical Community College

1. Current Program:
AAS, Accounting

Approved Change:
Add one-year certificate (C1), Accounting to approved parent degree

Programs as Changed:
AAS, Accounting
C1, Accounting

Southeast Missouri State University
Current Program:
BSBA, Organizational Administration

Approved Change:
Change title of program to Business Administration

Program as Changed:
BSBA, Business Administration

St. Charles Community College

1. Current Program:
N/A

Approved Changes:
Addition of single-semester certificate (CO), Computer Security to existing parent degree

Program as Changed:
CO, Computer Security

St. Louis Community College – Florissant Valley

1. Current Program:
CO, Skilled Trades Industrial Occupations Training

Approved Change:
Change title of program to *Skilled Trades Industrial Occupations Technology*

Program as Changed:
C0, Skilled Trades Industrial Occupations Technology

2. Current Program:

C1, Skilled Trades Industrial Apprenticeship – Electrician

Approved Change:

Change title of program to *Skilled Trades Industrial Apprenticeship Training: Electrician*

Program as Changed:

C1, Skilled Trades Industrial Apprenticeship Training: Electrician

3. Current Program:

AAS, Deaf Communication Studies / Interpreter Training

Approved Change:

Change title of program to *Deaf Communication Studies / Interpreter Education*

Program as Changed:

AAS, Deaf Communication Studies / Interpreter Education

St. Louis Community College – Forest Park

1. Current Program:

N/A

Approved Change:

Add single-semester certificate (CO), Event Planning

Program as Changed:

C0, Event Planning

St. Louis Community College – Meramec

1. Current Program:

N/A

Approved Change:

Add single-semester certificate (CO), Sustainable Environmental Design

Program as Changed:

C0, Sustainable Environmental Design

State Fair Community College

1. Current Program:

AAS, Computer Aided Drafting Technology

Approved Changes:

Add one-year certificate (C1), in Computer Aided Drafting Technology

Add single-semester certificate (C0), Mechanical Drafting

Add single-semester certificate (C0), Architectural Drafting

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Programs as Changed:

AAS, Computer Aided Drafting Technology

C0, Architectural Drafting

C0, Mechanical Drafting

C1, Computer Aided Drafting Technology

University of Central Missouri

1. Current Program:

MS, Nursing

Approved Changes:

Add graduate certificate (GRCT), Nurse Educator

Add graduate certificate (GRCT), Nurse Practitioner

Programs as Changed:

MS, Nursing

GRCT, Nurse Educator

GRCT, Nurse Practitioner

3. Current Program:

BS, Corporate Communication

Approved Change:

Change title of program to *Communication Studies*

Program as Changed:

BS, Communication Studies

4. Current Program:

BS, Broadcast Media

Approved Change:

Change title of program to *Digital Media Production*

Program as Changed:

BS, Digital Media Production

University of Missouri – St. Louis

1. Current program:

C0, Modern European Languages

Approved change:

Change title of program to Modern European Studies

Program as changed:

Coordinating Board for Higher Education

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C0, Modern European Studies

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

Lindenwood University

1. Current Program:

MA, Educational Administration (*delivered off-site at Missouri Valley College*)

Reviewed Change:

Change title of program to School Administration

Program as Changed:

MA, School Administration (*delivered off-site at Missouri Valley College*)

2. Current Program:

MA, Educational Administration (*delivered off-site at Fort Zumwalt School District*)

Reviewed Change:

Change title of program to School Administration

Program as Changed:

MA, School Administration (*delivered off-site at Fort Zumwalt School District*)

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.

Jefferson College

AAS, Occupational Therapy Assistant

Lincoln University

MED –School Teaching Middle School with Certification

Missouri State University

GRCT, Specialist in Counseling and Assessment

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St. Louis Community College –Florissant Valley

AAS, Business Administration (*including online delivery of approved courses*)

St. Louis Community College – Forest Park

- 1) AAS, Business Administration (*including online delivery of approved courses*)
- 2) C1, Network Engineering

St. Louis Community College – Meramec

- 1) AAS, Business Administration (*including online delivery of approved courses*)

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

Forest Institute of Professional Psychology

MS, Applied Behavior Analysis (*for delivery at main campus and off-site delivery in St. Louis*)

Lindenwood University

- 1) BA, Personal Financial Planning
- 2) MBA, Supply Chain Management

Park University:

- 1) BS, Early Childhood Education
- 2) BS, Education Studies
- 3) BS, Elementary Education
- 4) BS, Middle School Education
- 5) BS, Secondary Education

VIII. Programs Withdrawn

None.

IX. Programs Not Approved

None.

X. New Courses and Programs Approved (Out-of-State Public Institutions)

None.

AGENDA ITEM SUMMARY

AGENDA ITEM

Coordinating Board for Higher Education
Crowder College New Academic Program Proposal
December 8, 2011

DESCRIPTION

Chapter 173 of the Missouri Revised Statutes require the Coordinating Board for Higher Education to review and approve proposed new degree programs to be offered by the state institutions of higher education before they are implemented. The Missouri Department of Higher Education received on October 3, 2011, a new academic program proposal from Crowder College for an Associate of Applied Science (AAS), Single-Semester Certificate (C0), and One-Year Certificate (C1) in Collision Repair Technology. The proposal indicated that the program would be implemented in Fall 2011, the current academic term. The 2011-2012 Crowder College Course Catalog lists Collision Repair Technology as a degree program currently available to students.

MDHE staff and representatives of Crowder College discussed the matter, which appears to have resulted from a lack of communication during the transition between chief academic officers at Crowder rather than a willful disregard of CBHE policy on the part of the institution.

The CBHE is charged with maintaining the state's academic program inventory and ensuring that institutions offer programs that meet state or regional needs, make efficient use of state resources, and are not unnecessarily duplicative. To help it fulfill these responsibilities, the Coordinating Board encourages that chief academic officers, deans, department heads, and other individuals involved in academic program development review the Policy for Review of Academic Program Proposals (<http://www.dhe.mo.gov/academic/>) and the new timetable for receiving and reviewing program proposals, which was circulated to institutions in June 2011. (<http://www.dhe.mo.gov/academic/>). The policy guidelines and the timetable provide an institution's academic leadership with a useful tool for planning and implementing future new programs.

Crowder College officials requested that the proposal be amended to reflect an implementation date of Spring 2012. The amended proposal was posted for public comment in October. The MDHE did not receive any comments on Crowder College's new program proposal in Collision Repair Technology. MDHE staff has reviewed the proposal and recommends its approval.

STATUTORY REFERENCE

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

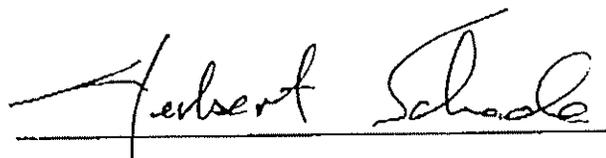
RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education approve the proposal submitted on behalf of Crowder College to offer a new program in Collision Repair Technology, which will be implemented in the spring semester of 2012.

Coordinating Board for Higher Education
December 8, 2011

ATTACHMENT(S)

Crowder College proposal (as amended) for new academic program in Collision Repair Technology

NEW PROGRAM PROPOSAL: (Form NP)**Sponsoring Institution(s):** Crowder College**Program Title:** Collision Repair Technology**Degree/Certificate:**
(1) Associate of Applied Science (AAS)
(2) Certificate I
(3) Certificate II**Options:** N/A**Delivery Site(s):** Crowder College, Neosho Campus**CIP Classification:** 47.0603**Implementation Date:** Fall 2011**Cooperative Partners:** N/A**Expected Date of First Graduation:** Spring 2013**AUTHORIZATION**

Dr. Herbert Schade
Vice-President of Instruction and Chief Academic Officer
Crowder College

Date

10/3/11

CONTACT

Ben Simpson
Division Chair, Crowder College Career Institute (CCCI)
Crowder College
(417) 455-5604

FORM SE: Student Enrollment Projections**NEED:**

As addressed in Section B below, there continues to be a moderate demand for collision repair technicians, especially at the state-wide level. Up until the most recent data release, this occupation was also included in the state's "high demand" jobs list used in the administration of the Vocational-Technical Education Enhancement Grant Award program. In addition, anecdotal information from our collision repair advisory panel indicates a fairly high local demand for graduates.

A. Student Demand:

- i. Estimated enrollment each year for the first five years for full-time and part-time students (Form SE)

STUDENT ENROLLMENT PROJECTIONS**1. AAS Degree**

Year	1	2	3	4	5
Full Time (FT)	4	6	8	10	10
Part Time (PT)	4	4	8	12	12
FT equivalent (FTE) (Assumes PT students go Half-Time)	6	8	12	16	16
Total	8	10	16	22	22

2. Certificate I

Year	1	2	3	4	5
Full Time (FT)	1	2	3	3	4
Part Time (PT)	1	2	3	3	4
FT equivalent (FTE) (Assumes PT students go Half-Time)	1.5	3	4.5	4.5	6
Total	2	4	6	6	8

3. Certificate II

Year	1	2	3	4	5
Full Time (FT)	1	2	4	5	5
Part Time (PT)	1	2	6	6	6
FT equivalent (FTE) (Assumes PT students go Half-Time)	1.5	3	7	8	8
Total	2	5	10	11	11

ii. Will enrollment be capped in the future? No

B. Market Demand:

i. National, state, regional or local assessment of labor need for citizens with these skills

Data from the most recent release by the Missouri Economic Research and Information Center (MERIC) presented in summary fashion below, indicates that the job demand from both a regional and statewide perspective are consistent with the number of graduates expected from the new Collision Repair Technology AAS program, with five projected annual openings in the SW region and 116 state-wide.

Missouri Economic Research and Information Center (MERIC) Data:				
Job Designation	Projected Openings for Collision Repair Technology Graduates			
	Total: 2008 - 2018		Annual Average	
	State-Wide	SW Region*	State-Wide	SW Region*
Automotive Body and Related Repairers	992	45	101	5
Automotive Glass Installers/Repairers	94	6	8	0
Insurance Appraisers. Auto Damage	68	2	7	0
Totals	1,154	53	116	5

* - SW Region = Barry, Barton, Dade, Jasper, Lawrence, McDonald, and Newton counties

C. Societal Need:

i. General needs which are not directly related to employment

Crowder's stated mission is "Building a civil, serving, literate, learning community of responsible citizens". The attainment of beneficial employment is a key factor in the pursuit of this mission as it relates to responsible citizenship. However, in addition to these most tangible employability benefits, the intangible contributions of participating in a higher educational experience are often difficult to quantify but often provide the greatest benefit to creating members of a "...civil, serving, learning community...". For example, Crowder's required orientation course now requires each student to participate in some type of "service seed" project by becoming involved at a voluntary level in any one of several community service projects. Many technology students who would not normally pursue a traditional 4-year college degree and thus miss out on these benefits will now have the opportunity to participate and grow, should this Collision Repair AAS be approved.

Creating this college-level, post-secondary program will also benefit graduates from our area secondary CTE schools by providing an opportunity to articulate credit for high school level Technology courses into a college-level AAS program without the need to travel to more distant programs within the state.

D. Methodology used to determine "B" and "C" above.

As noted above, Section B data was obtained from the state's MERIC website and from interaction with various advisory panel members and sponsors. Comments in Section C are based upon the vision of Crowder's Board and their recognition of the importance of both tangible and intangible components inherent in obtaining a college degree.

DUPLICATION AND COLLABORATION: If similar programs currently exist in Missouri, what makes the proposed program necessary and/or distinct from the others at public institutions, area vocational technical schools, and private career schools?

Although several colleges in the state are offering programs similar to our proposed Collision Repair Technology AAS, there are none in Crowder's nine county service area in SW Missouri, thereby making it difficult for our patrons to pursue this course of study, should they desire. The closest public institution offering such a program would be OTC in Springfield. Since their nearest campus to Neosho is approximately 90 miles away and given that both student bodies are primarily composed of commuting students, no significant conflict would be expected. It should be noted that we currently have several programs in common with OTC which have operated successfully for several years without generating undo interference.

Does delivery of the program involve a collaborative effort with any external institution or organization?

No

FORM PS: Program Structure**(1) Associate of Applied Science in Collision Repair Technology**

- A. Total credits required for graduation: 61 Credits
- B. Residency requirements, if any: Standard Crowder College requirements.
- C. General education: Total credits: 16 Credit Hours

Courses:

COLL 101 College Orientation 1 credit hour
 English 6 credit hours

Choose from among:

ENGL 100 Mechanics of Composition 3 credit hours
 ENGL 101 English Composition 3 credit hours
 ENGL 102 Advanced English Composition 3 credit hours
 ENGL 203 Technical Writing 3 credit hours

SPCH 101 Fundamentals of Speech 3 credit hours
 Mathematics 3 credit hours

Choose from among:

MATH 104 Technical Mathematics 3 credit hours
 BSAD 121 Business Mathematics 3 credit hours

Missouri Constitutional Requirement 3 credit hours

Choose from among:

PLSC 103 National, State, Local Government 3 credit hours
 HIST 106 U.S. History I 3 credit hours

- D. Major requirements: Total credits: 40 Credit Hours

Courses: 32 credit hours

WELD 113 Introduction to Welding 3 credit hours
 WELD 145 Gas-Metal Arc Welding (GMAW) 3 credit hours
 AUTO 125 Automotive Electrical Systems 5 credit hours
 AUTO 214 Automotive Air Conditioning 4 credit hours
 AUTO 225 Automotive Suspension/Steering 5 credit hours
 CLRP 102 Collision Repair I 3 credit hours
 CLRP 104 Collision Repair II 3 credit hours
 CLRP 202 Collision Repair III 3 credit hours
 CLRP 204 Collision Repair IV 3 credit hours

Support courses: Total credits: 8 credit hours

BSAD 125 Business Computer Applications 3 credit hours
 BSAD 103 Professional Development 2 credit hours
 BSAD 150 Introduction to Business 3 credit hours

- E. Free elective credits: Total credits: 5 credit hours:

Any course not specifically required above and for which any pre-requisite courses have been completed from among: AMT, AUTO, BSAD, CNS, CONS, DIES, DRFT, or WELD. Other courses upon approval of advisor or Division Chair.

- F. Requirements for thesis, internship or other capstone experience: None

- G. Any unique features such as interdepartmental cooperation: None.

(2) Certificate I in Collision Repair Technology

- A. Total credits required for graduation: 19 Credits
 B. Residency requirements, if any: Standard Crowder College requirements.
 C. General education: Total credits: 1 Credit Hours

Courses:

COLL 101 College Orientation	1 credit hour
------------------------------	---------------

- D. Major requirements: Total credits: 18 Credit Hours

Courses:

18 credit hours

WELD 113 Introduction to Welding	3 credit hours
WELD 145 Gas-Metal Arc Welding (GMAW)	3 credit hours
CLRP 102 Collision Repair I	3 credit hours
CLRP 104 Collision Repair II	3 credit hours
CLRP 202 Collision Repair III	3 credit hours
CLRP 204 Collision Repair IV	3 credit hours

- F. Free elective credits: None
 G. Requirements for thesis, internship or other capstone experience: None
 H. Any unique features such as interdepartmental cooperation: None.

(3) Certificate II in Collision Repair Technology

- A. Total credits required for graduation: 28 Credits
 B. Residency requirements, if any: Standard Crowder College requirements.
 C. General education: Total credits: 1 Credit Hours

Courses:

COLL 101 College Orientation	1 credit hour
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- D. Major requirements: Total credits: 27 Credit Hours

Courses:

27 credit hours

WELD 113 Introduction to Welding	3 credit hours
WELD 145 Gas-Metal Arc Welding (GMAW)	3 credit hours
AUTO 214 Automotive Air Conditioning	4 credit hours
AUTO 225 Automotive Suspension/Steering	5 credit hours
CLRP 102 Collision Repair I	3 credit hours
CLRP 104 Collision Repair II	3 credit hours
CLRP 202 Collision Repair III	3 credit hours
CLRP 204 Collision Repair IV	3 credit hours

- E. Free elective credits: None
 F. Requirements for thesis, internship or other capstone experience: None
 G. Any unique features such as interdepartmental cooperation: None.

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS (Form PG)

Institution Name: Crowder College

Program Name: Collision Repair Technology

Date: September 30, 2011

Student Preparation

Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

The Compass Test will be administered to determine level of competence in math and reading comprehension. A cut score will be determined and remedial help given as needed.

- Characteristics of a specific population to be served, if applicable.

Adults seeking retraining and/or education and skill preparation as a collision repair technician.

Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.

Faculty instructing in the Collision Repair Technology courses must have a minimum of three years (6,000 hours) of documented job experience in collision repair.

The program will be taught by both full time and adjunct faculty.

- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.
 1. AAS Degree – 70%: The general education, electives, support, and automotive portions of the program will be taught by full time faculty while the welding and collision repair courses themselves will be taught by adjunct instructors. Of the 61 credit hours in the program, approximately 70% will be taught by full time faculty with the remaining 30% being taught by adjuncts.

(Note: When possible, adjunct instructors in all three programs will be full time teachers from Crowder's High School CTE welding and collision repair programs working on an overload basis.)
 2. Certificate I – 0%: Since this certificate is comprised solely of Welding and Collision Repair courses, all of the courses will be taught by adjunct instructors.
 3. Certificate II – 33%: The automotive portions of the program will be taught by full time faculty while the welding and collision repair courses themselves will be taught by adjunct instructors. Of the 28 credit hours in the certificate program, approximately 33% will be taught by full time faculty with the remaining 66% being taught by adjuncts.
- Expectations for professional activities, special student contact, teaching/learning innovation.

Each instructor will be expected to participate in appropriate professional development activities relevant to his/her teaching assignment to enhance individual skills in teaching, tutoring and internship activities.

Enrollment Projections

- Student FTE majoring in program by the end of five years.

In line with the student enrollment projections previously presented (Form SE), it is expected that Fulltime Equivalent Enrollment in the program at the end of five years will be as follows:

1. AAS Degree = 16
2. Certificate I = 6
3. Certificate II = 8

- Percent of full time and part time enrollment by the end of five years.

It is anticipated that full time enrollment in all three programs will approximate 50% and part time will be 50%. With the current unemployment figures and student enrollment among adults seeking retraining coupled with working adults seeking continuing education, the college expects an equal enrollment among full time and part time students for at least the first year of the program with a slightly higher enrollment percentage among part time students from year two through five of the program.

Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.

1. AAS Degree: Crowder College anticipates an 80% graduation success rate with 8 graduating students at 3 years and 18 graduating students at 5 years after program implementation.
2. Certificate I @ 80%: 3 years = 3, 5 years = 5
3. Certificate II @ 80%: 3 years = 4, 5 years = 9

- Special skills specific to the program.

The skills specific to this program relate to the repair of collision-damaged vehicles and include various metal working/shaping/welding applications, heavy duty rigging/straightening, utilization of polymeric body fillers, and the mixing/application of paint or other finishes. Students will also learn the underlying automotive repair skills in steering/suspension, air conditioning, and electrical.

- Proportion of students who will achieve licensing, certification, or registration.

It is estimated that at least 50% of the students completing one of the programs will seek and obtain appropriate third-party certification through ASE (National Institute for Automotive Service Excellence) or I-Car (Inter-Industry Conference on Auto Collision Repair).

- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results or assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.

Upon completion of the Collision repair technology A.A.S. degree or certificates, students are required to complete a third-party Technical Skills Assessment (TSA) built around ASE/NATEF and/or I-CAR standards. These scores are compiled and provided to DESE as a part of the college's continuing program to retain CTE certification. At least 70% of students tested are expected to obtain passing scores on the TSA.

- Placement rates in related fields, in other fields, unemployed.

Given demand for qualified collision repair technicians in the college's service area, it is anticipated that approximately 70% of program graduates will find employment in automotive, trucking, or independent repair shops. Of the remaining 30%, about half will find jobs in related areas such as welding, auto repair, or industrial maintenance. The remaining 15% will either be unable to find suitable employment or will take mechanically oriented jobs (i.e. building maintenance, farm/industrial labor, etc.)

- Transfer rates, continuous study.

It is anticipated that fewer than 10 percent of the graduates will have immediate plans to transfer or continue their education. Some will opt to continue their education on a part time basis while continuing full employment.

Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons.

The program is built around nationally recognized standards from the National Institute for Automotive Service Excellence (ASE) provided through the National Automotive Technicians Education Foundation (NATEF). Instructional materials for the core collision repair courses are provided through I-CAR (Inter-Industry Conference on Auto Collision Repair). The program is not currently ASE/NATEF certified, but the core courses cover all of the high-priority ASE/NATEF competencies in Non-Structural Repair, Structural Repair, and Painting/Finishing. Crowder's Automotive Repair programs were recently awarded ASE/NATEF accreditation and plans are to extend this certification to selected components of the Collision Repair Technology area within the next two to three years.

Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys

Through the office of Career Services, Crowder College uses the Perkins 180-day follow-up survey/questionnaire that is sent to all career and technical program (degree and certificate) graduates.

- Expected satisfaction rates for employers, including timing and method of surveys

Through the office of Career Services, Crowder College conducts its own employer satisfaction survey 300 days after students graduate. We anticipate an 80% or higher satisfaction rate.

AGENDA ITEM SUMMARY

AGENDA ITEM

Coordinating Board for Higher Education
2011 Dual Credit Summary Report
December 8, 2011

DESCRIPTION

Missouri statutes allow public high schools, in cooperation with public and private colleges and universities, to offer college-level courses to high school students. The Coordinating Board for Higher Education's Dual Credit Policy and Principles of Good Practice for Dual Credit Courses have established quality standards and expectations with which all Missouri institutions offering dual credit programs are expected to comply. In May 2011, the Missouri Department of Higher Education initiated an online survey of all Missouri institutions of higher education to assess the level of institutions' compliance with the Dual Credit Policy. This item summarizes the results of the survey and the MDHE's findings, and makes recommendations for action.

Summary

MDHE staff worked with representatives of the Committee on Transfer and Articulation and its advisory council to develop a comprehensive, mixed-method survey. MDHE distributed the 56-question survey electronically to 51 public and independent institutions. Thirty-one institutions completed the survey. The 19 institutions that do not offer dual credit programs did not complete the survey. One institution offers dual credit but did not complete the survey due to a change in personnel; MDHE staff is working with the institution to address the oversight.

MDHE shared a draft of the summary report with the chief academic officers from the institutions offering dual credit programs for their review and comment. The Committee on Transfer and Articulation also reviewed the report and offered comments. MDHE staff made corrections to the report as necessary and incorporated comments received from the chief academic officers and COTA into the final draft.

Based on the data and information provided by the institutions, the MDHE concluded that all 31 institutions completing the survey are complying with the major policy indicators. Several institutions did not meet each of the sub-units of the indicators, which were scattered across the spectrum of quality indicators. The lack of compliance by an institution in one or more of these sub-units does not, in our view, detract significantly from the overall quality of the institution's dual credit offerings.

In many instances, institutions did not meet the full letter of the policy but justified the exception as permitted by the policy. For example, the policy requires high school students to have at least a 3.0 GPA to be eligible to take dual credit courses, but several institutions provided appropriate justifications for their exceptions to the policy. There were a few areas of concern, most notably in the depth of professional development opportunities provided for dual credit instructors.

The institutions also identified challenges they face in delivering their programs, many of which were the same as those identified in the 2008 survey. These included:

- the recruitment and replacement of qualified teachers
- providing professional developmental activities for dual credit instructors
- providing instructional support and campus liaisons for dual credit instructors
- maintaining course content with college rigor
- enforcing CBHE policy regarding instructor qualifications or other state guidelines

Recommendations

The MDHE makes the following recommendations:

1. **Improve depth of compliance.** Several institutions fell short of full compliance with many important policy guidelines, particularly in the areas of Program Structure and Administration, Faculty Qualifications and Support, and Assessment of Student Performance. We recommend that those institutions address those areas and report to the MDHE steps taken to address the shortcomings.
2. **Seek NACEP accreditation.** Three dual credit programs are accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP), and five more are seeking or considering seeking accreditation. To ensure consistency in program quality, the MDHE and the Committee on Transfer and Articulation strongly encourages all institutions to seek and obtain NACEP accreditation.
3. **Review policy in context of early college programs.** Early college programs such as dual credit can be an important component in the state's effort to increase educational attainment. As such, we recommend that the CBHE Dual Credit Policy be reviewed and revised as needed within the larger context of all early college programs. Such a review will allow institutions the opportunity to develop high-quality early college programs to meet the needs of their local constituents and help achieve statewide goals.
4. **Address recurring concerns.** In both the 2008 and 2011 Dual Credit Surveys, institutions identified similar issues affecting their ability to offer quality dual credit programs. We recommend that the MDHE and the institutions work together as appropriate to address these recurring concerns.
5. **Develop instrument for annual reporting.** To assure the quality of dual credit programs and facilitate reporting to the Department of Elementary and Secondary Education and other interested constituents, the MDHE and the institutions should work collaboratively to develop appropriate mechanisms for the annual collection of data and other information about dual credit programs.
6. **Make out-of-state institutions accountable.** Due to the increasing number of out-of-state institutions offering dual credit courses, the CBHE Dual Credit Policy should be strengthened to ensure out-of-state institutions comply with the recommended guidelines.

STATUTORY REFERENCE

Section 173.020(3) and 173.005.2(6), RSMo, Responsibilities of the Coordinating Board
Section 167.223, RSMo, public high schools, in cooperation with Missouri public community colleges and public or private four-year colleges and universities, may offer postsecondary course options to high school juniors and seniors. Section 167.223, RSMo, was amended in 1998 to expand eligibility for dual credit enrollment to high school freshmen and sophomores.

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education accept the 2011 Dual Credit Survey Summary Report and direct the Commissioner of Higher Education to work with Missouri's higher education institutions to implement the recommendations contained in the report. The MDHE staff will submit a follow-up report to the CBHE regarding implementation of the recommendations.

ATTACHMENTS

Attachment A 2011 Dual Credit Survey Summary Report

2011 Dual Credit Survey Summary Report

Missouri Department of Higher Education

• December 2011 •



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Executive Summary

Missouri statutes allow public high schools, in cooperation with public and private colleges and universities, to offer college-level courses to high school students. The Coordinating Board for Higher Education's Dual Credit Policy and Principles of Good Practice for Dual Credit Courses have established quality standards and expectations with which all Missouri institutions offering dual credit programs are expected to comply.

In May 2011, the Missouri Department of Higher Education initiated an online survey of all Missouri institutions of higher education to assess the level of institutions' compliance with the Dual Credit Policy. The survey also sought to compare institutional reporting with the 2008 survey, identify significant issues that limit or impede institutional compliance with the policy, and make recommendations for action.

MDHE staff worked with representatives of the Committee on Transfer and Articulation (COTA) and its advisory council (COTA-AC) to develop a comprehensive, mixed-method survey based on the CBHE Dual Credit Policy and Principles of Good Practice, as well as selected quality measures used by the National Alliance for Concurrent Enrollment Partnerships (NACEP). MDHE distributed the 56-question survey electronically to 51 public and independent institutions. Thirty-one institutions completed the survey, and 19 institutions do not offer dual credit programs and did not complete the survey. One institution that does offer dual credit did not complete the survey because of a change in personnel; MDHE staff is working with the institution to address the oversight. The MDHE shared this report with the chief academic officer of each institution that offers dual credit to review for accuracy and to provide comment. Members of COTA also reviewed and commented on the draft. Staff made corrections as needed

and incorporated where appropriate comments provided by the chief academic officers and COTA.

Based on the data and information provided by the institutions, the MDHE concluded that all 31 institutions completing the survey are complying with the major policy indicators. Several institutions did not meet each of the sub-units of the indicators, which were scattered across the spectrum of quality indicators. The lack of compliance by an institution in one or more of these sub-units does not, in our view, detract significantly from the overall quality of the institution's dual credit offerings.

In many instances, institutions did not meet the full letter of the policy but justified the exception as permitted by the policy. For example, the policy requires high school students to have at least a 3.0 GPA to be eligible to take dual credit courses, but several institutions provided appropriate justifications for their exceptions to the policy. There were a few areas of concern, most notably in the depth of professional development opportunities provided for dual credit instructors.

The institutions also identified challenges they face in delivering their programs, many of which were the same as those identified in the 2008 survey. These included:

- the recruitment and replacement of qualified teachers
- providing professional developmental activities for dual credit instructors
- providing instructional support and campus liaisons for dual credit instructors
- maintaining course content with college rigor
- enforcing CBHE policy regarding instructor qualifications or other state guidelines

Recommendations and conclusions:

1. **Improve depth of compliance.** Several institutions fell short of full compliance with many important policy guidelines, particularly in the areas of Program Structure and Administration, Faculty Qualifications and Support, and Assessment of Student Performance. We recommend that those institutions address those areas and report to the MDHE steps they have taken to address the shortcomings.

2. **Seek NACEP accreditation.** Three dual credit programs are accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP), and five more are seeking or considering seeking accreditation. To ensure consistency in program quality, the MDHE and the Committee on Transfer and Articulation strongly encourages all institutions to seek and obtain NACEP accreditation
3. **Review policy in context of early college programs.** Early college programs such as dual credit can be an important component in the state's effort to increase educational attainment. As such, we recommend that the CBHE Dual Credit Policy be reviewed and revised as needed within the larger context of all early college programs. Such a review will allow institutions the opportunity to develop high-quality early college programs to meet the needs of their local constituents and help achieve statewide goals.
4. **Address recurring concerns.** In both the 2008 and 2011 Dual Credit Surveys, institutions identified similar issues affecting their ability to offer quality dual credit programs. We recommend that the MDHE and the institutions work together as appropriate to address these concerns.
5. **Develop instrument for annual reporting.** To assure the quality of dual credit programs and facilitate reporting to the Department of Elementary and Secondary Education and other interested constituents, the MDHE and the institutions should work collaboratively to develop appropriate mechanisms for the annual collection of data and other information about dual credit programs.
6. **Make out-of-state institutions accountable.** Due to the increasing number of out-of-state institutions offering dual credit courses, the CBHE Dual Credit Policy should be strengthened to ensure out-of-state institutions comply with the recommended guidelines.

Cumulative Summary of Dual Credit Programs in Missouri

PROGRAM STATISTICS					
Number of dual credit courses offered	1,127				
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	34,012				
Total number of student credit hours earned through dual credit programs for AY 2010-2011	181,366				
Total number of dual credit instructors across all courses (unduplicated headcount)	2,489				
Policy compliance based on self-reported responses to the 2011 Dual Credit Survey					
STUDENT ELIGIBILITY	YES	NO	N/R	N/A	
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?	16	15 ¹			
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	30	1			
PROGRAM STRUCTURE and ADMINISTRATION					
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Does the on-campus faculty (liaison) monitor </div>	Instructor Approval?	27	4		
	Syllabus?	31	0		
	Textbook?	30	1		
	Teaching Methodology?	22	9		
	Student Assessment Strategies?	27	4		
Does the institution have established cut-off dates for registration?	31	0			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	28	3			
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	29	1	1		
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	31	0			
FACULTY QUALIFICATIONS and SUPPORT					
Does the liaison evaluate the instructor?	24	7			
Does the liaison provide on-site supervision of the dual credit instructor?	23	8			
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Does the institution provide training and orientation in </div>	Course Curriculum?	27	4		
	Assessment Criteria?	25	6		
	Pedagogy?	18	13		
	Course Philosophy?	21	10		
	Administrative Responsibilities?	23	8		
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?	27	4			
ASSESSMENT of STUDENT PERFORMANCE					
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	24	7			
Is student assessment supervised by the appropriate faculty on the college campus?	27	4			
TRANSFERABILITY of CREDIT					
Are course credits earned by dual credit students recorded on an official transcript from the institution?	29	2			
EVIDENCE for POLICY COMPLIANCE					
Has the chief academic officer provided evidence that these policy guidelines have been implemented?	28	3			
OTHER GOOD PRACTICES for DUAL CREDIT					
Does the institution offer remuneration to dual credit instructors?	25	6			
Is the institution NACEP accredited?	3	28			
Is the institution seeking NACEP accreditation?	5	21			

¹ Of the 15 institutions that admitted students with less than a 3.0 GPA, none admitted a student with less than a 2.9 GPA and all reported that the admission of students with less than a 3.0 GPA was a rare occurrence. The policy exceptions fell within COTA's recommendations for policy compliance and were documented by materials submitted to the MDHE.

Introduction

In the past few decades, many states have promoted student access to college by increasing accelerated learning opportunities and developing partnerships among high schools, post secondary institutions and the workforce. Recently, President Obama challenged institutions to return the United States to its position of having the highest proportion of college graduates by 2020. Higher education administrators are redoubling efforts to identify gaps in college preparation and readiness, with recent emphasis being placed on the need for stronger connections between secondary and postsecondary curricula, missions and systems.

One strategy many states, including Missouri, have used in pursuit of these goals is to offer “early college” programs, which enable high school students to simultaneously receive both high school and college-level course credit. Early college programs have tremendous potential to improve educational attainment because they enrich and extend the high school curriculum, offer students access to introductory college coursework, and avoid unnecessary duplication in coursework as students move from high school to college. Current research indicates that early-college programs increase college-going rates, especially among first-generation college students. Early college programs have the potential to save money for students and their families, the state, and taxpayers. These programs also contribute to increased efficiency in moving students through the educational pipeline.

Early college programs also have been shown to be effective in reaching at-risk students and helping them to keep their academic careers on track. The research indicates that students who lack the skills to succeed in a college-level curriculum in one discipline may be capable of succeeding in another. The research further suggests that providing students with early college

experiences has a salutary effect on educational persistence and reduces high school dropout rates.

Dual credit is one example of an early college program, and is the most common early college experience in Missouri. Dual credit programs, which Missouri colleges and universities have been offering for nearly two decades, meet a variety of objectives in a cost-efficient manner. By increasing the academic rigor of courses offered in high school, dual credit programs immerse students in a challenging setting while they also earn college credit. In addition to facilitating a more seamless transition into college for students, dual credit programs benefit institutions by providing a basis for developing partnerships to integrate standards for student achievement, quality programs, as well as data and cost-sharing.

Section 167.223, RSMo authorizes public high schools, in cooperation with Missouri public community colleges and public or private four-year colleges and universities, to offer postsecondary course options to high school juniors and seniors. The statute was amended in 1998 to expand eligibility for dual credit enrollment to high school freshmen and sophomores. The Coordinating Board for Higher Education approved a statewide Dual Credit Policy in 1992 and revised the policy in 1999 and 2009. (See Appendix A) The CBHE also approved Principles of Good Practice for Dual Credit Courses in 1999. (See Appendix B)

The Missouri Department of Higher Education (MDHE) is responsible for collecting data and reporting on the quality of dual credit programs. The Dual Credit Policy requires each institution to provide evidence that it has implemented the policy guidelines for the delivery of dual credit programs offered in high schools. The chief academic officer of each institution offering dual credit courses is responsible for assuring institutional compliance with the policy

guidelines for *Student Eligibility, Program Structure and Administration, Faculty Qualifications and Support, Assessment of Student Performance* and *Transferability and Credit*.

As dual credit is a cooperative effort between secondary schools and postsecondary institutions, the CBHE is required to provide annually an updated list of dual credit programs that are in compliance with the policy to the Department of Elementary and Secondary Education (DESE) and other interested constituents. Additionally, all institutions—public and private—offering dual credit courses are required to report annually to the CBHE the number of sections offered, the number of students enrolled (duplicated headcount) per high school, and summary data on the performance of dual credit students, to name a few. Over the past several years, however, the institutions have not submitted, nor has the MDHE asked them to submit, data on dual enrollment. The MDHE last conducted a comprehensive review of dual credit programs in 2008.

2011 Dual Credit Survey: Methodology

MDHE staff worked with representatives of the Committee on Transfer and Articulation (COTA) and its advisory council COTA-AC to develop a comprehensive, mixed-method survey. Chief academic officers at each public institution also were given the chance to comment on drafts of the survey to ensure validity from their perspective. Select standards from the National Alliance for Concurrent Enrollment Programs, a national accrediting body, were included in the survey.

The survey was distributed electronically to Missouri's 51 public and independent two-year and four-year institutions (Tables 1 & 2). The 56-question survey elicited both qualitative and quantitative responses. As it was an electronic survey, the instrument enabled MDHE to collect additional data and to compile it in a much simpler format than previous survey methods

have allowed. It also enabled the survey to be tailored to each institution by providing additional questions to clarify certain responses to previous questions.

Metropolitan Community College (MCC) and St. Louis Community College (SLCC) each provided a single response that encompassed all the campuses in their respective systems. The MDHE surveyed each campus of the University of Missouri System separately.

MDHE staff analyzed the completed surveys to measure institutional compliance with the Dual Credit Policy and the Principles of Good Practice for Dual Credit Courses. The survey also permitted the MDHE to compare current reporting to the 2008 survey, identify significant issues that limit or impede institutional compliance with the policy and make recommendations for action. MDHE staff prepared a draft summary report, which it shared with the chief academic officer of each institution offering each dual credit to review for accuracy and to provide comment. Members of COTA also reviewed and commented on the draft. The chief academic officers' comments, as well as suggestions from COTA, were incorporated where appropriate in the final version of the summary report.

Recommendations and conclusions

1. **Improve depth of compliance.** Several institutions fell short of full compliance with many important policy guidelines, particularly in the areas of Program Structure and Administration, Faculty Qualifications and Support, and Assessment of Student Performance. We recommend that those institutions address those areas and report to the MDHE steps they have taken to address the shortcomings.
2. **Seek NACEP accreditation.** Three dual credit programs are accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP), and five more are seeking or considering seeking accreditation. To ensure consistency in program quality, the MDHE and the Committee on Transfer and Articulation strongly encourages all institutions to seek and obtain NACEP accreditation
3. **Review policy in context of early college programs.** Early college programs such as dual credit can be an important component in the state's effort to increase educational

attainment. As such, we recommend that the CBHE Dual Credit Policy be reviewed and revised as needed within the larger context of all early college programs. Such a review will allow institutions the opportunity to develop high-quality early college programs to meet the needs of their local constituents and help achieve statewide goals.

4. **Address recurring concerns.** In both the 2008 and 2011 Dual Credit Surveys, institutions identified similar issues affecting their ability to offer quality dual credit programs. We recommend that the MDHE and the institutions work together as appropriate to address these concerns.
5. **Develop instrument for annual reporting.** To assure the quality of dual credit programs and facilitate reporting to the Department of Elementary and Secondary Education and other interested constituents, the MDHE and the institutions should work collaboratively to develop appropriate mechanisms for the annual collection of data and other information about dual credit programs.
6. **Make out-of-state institutions accountable.** Due to the increasing number of out-of-state institutions offering dual credit courses, the CBHE Dual Credit Policy should be strengthened to ensure out-of-state institutions comply with the recommended guidelines.

Survey Results

In all, 31 institutions provided complete responses to the survey. Twenty institutions reported they did not offer dual credit or opted out. All 31 public and independent institutions that had previously reported compliance with Dual Credit Policy Guidelines responded to the 2011 Dual Credit Survey. Tables 1 and 2 delineate the breakdown in responses received:

Table 1: 2011 Dual credit survey respondents	
Public Institutions	Independent Institutions
Crowder College	Central Methodist University
Jefferson College	Drury University
Linn State Technical College	Hannibal-LaGrange University
Metropolitan Community College	Lindenwood University
Mineral Area College	Maryville University
Missouri Southern State University	Missouri Baptist University
Missouri State University	Missouri Valley College
Missouri State University-West Plains	Rockhurst University
Missouri Western State University	St. Louis University

Moberly Area Community College	Southwest Baptist University
North Central Missouri College	Stephens College
Northwest Missouri State University	Wentworth Military Academy
Ozarks Technical Community College	
Southeast Missouri State University	
State Fair Community College	
Three Rivers Community College	
University of Central Missouri	
University of Missouri-Kansas City	
University of Missouri-St. Louis	

Table 2: Institutions responding that they do not offer dual credit	
Public Institutions	Independent Institutions
East Central College	Avila University
Harris-Stowe State University	College of the Ozarks
Lincoln University	Columbia College
St. Charles Community College	Cottey College
St. Louis Community College	Culver Stockton College
Truman State University	Evangel University
University of Missouri-Columbia	Fontbonne University
	Park University
	Washington University
	Webster University
	Westminster College
	William Woods University

The institutions reported that 34,012 students were enrolled in dual credit courses during the 2010-2011 academic year. Students enrolled in dual credit programs earned an average of 5.2 credit hours. The institutions employed nearly 2,500 dual credit instructors for 1,127 courses.

Based on the data and information provided by the institutions, the MDHE concluded that all 31 institutions are complying with the major policy indicators. Several institutions did not meet each of the sub-units of the indicators, which were scattered across the spectrum of quality indicators. The lack of compliance by an institution in one or more of these sub-units does not, in our view, detract significantly from the overall quality of the institution's dual credit offerings.

Certain indicators, however, appeared to create more problems for the institutions than others. Four institutions do not provide any discipline specific training and orientation for their

dual credit instructors. Additionally, seven institutions did not provide training in assessment criteria, 13 did not provide training in pedagogy, 10 did not provide training in course philosophy and six did not provide training in the institution's administrative responsibility and procedures.

Student Eligibility

GPA Requirements

Sixteen institutions reported that all students enrolled in dual credit met the 3.0 GPA minimum for eligibility, while the other 15 institutions reported extenuating circumstances that led to the admission of students with less than a 3.0 GPA. None of the institutions admitted a student with less than a 2.9 GPA and all reported that the admission of students with less than a 3.0 GPA was a rare occurrence. One institution reported allowing students to participate for one semester on a probationary status and with attainment of a grade of "B" or better allowed to continue in the program. The policy exceptions fell within COTA's recommendations for policy compliance and were documented with materials submitted to the MDHE.

Admission and Competency Assessment

Institutions are expected to hold dual credit students to the same requirements for admission to individual courses as those expected of on-campus students. Twenty-two institutions reported requiring admission tests or other competency assessments for individual dual credit courses. Nine respondents stated that they did not have an admission requirement in place.

Program Structure and Administration

Many institutions reported administrating dual credit programs through their Academic Affairs department, with a smaller number administering dual credit through

Admissions/Enrollment Management. All institutions reported they had established cutoff dates for registration, while 29 institutions provided students access to student and academic support similar to that of college students.

Student Rights and Support

A total of 29 reporting institutions provided secondary schools with information regarding the rights and responsibilities of admitted and enrolled college/university students.

Instructor Support

All reporting institutions provided an assigned liaison from the appropriate academic unit of the college for high school faculty teaching dual credit courses, with institutions reporting that their liaison approved and/or monitored high school dual credit instructors in the following areas:

Table 3: Support Provided to Dual Credit Instructors by Institutional Liaison		
Type of support	Number of responses	Percentage of all responses
Instructor Approval	27	87%
Syllabus	31	100%
Textbook	30	96%
Teaching Methodology	22	71%
Student Assessment Strategies	27	87%
Instructor Evaluation	24	77%
On-Site Supervision	23	74%
Other	8	25%

The 25 percent “other” responsibilities assigned to the institutional liaison included professional development workshops, managing student eligibility issues, mentoring, and technological assistance.

Faculty Qualifications and Support

Qualifications

All but two institutions reported that at least 90 percent of their dual credit instructors had a master’s degree that included a minimum of 18 semester hours in the academic field in which they were teaching. One institution reported improving its compliance rate from 64 percent in

2008 to 87 percent currently. A significant number of institutions indicated they had experienced trouble finding or replacing qualified instructors in rural areas. Many teachers possessed a master’s degree that did not include substantial study in the content area.

Training

Twenty-six institutions provided dual credit instructors with varying degrees of discipline-specific training and orientation. This variation often resulted from departmental discretion over training activities, which differed vastly across discipline areas. Respondents provided comments explaining their training and orientation which included providing regularly scheduled orientations in the fall and summer and using a handbook in lieu of orientation. The five non-compliant institutions provided no rationale; however, two of the institutions noted that they do provide this training for new instructors on an as-needed basis. See Table 4 for a breakdown of the elements of training provided and the percentages of compliant institutions including these elements as a part of their training.

Table 4: Training Provided by Institutional Liaison		
Type of training	Number of responses	Percentage of all responses
Course	27	87%
Assessment Criteria	25	81%
Pedagogy	19	61%
Course Philosophy	21	68%
Administrative Responsibilities / Procedures	23	74%
Other	2	6%

Collegial Interaction/Peer Mentor

Twenty-seven reporting institutions provided collegial Interaction/peer mentoring to address course content, best practices for assessment and evaluation and current updated research in the field. Responses from institutions not providing this support indicated they were either in

process for developing training or that they believed teachers could seek assistance with questions over the subject matter on a need-to-know basis. Another institution offered a stipend for one tuition-free college course per course taught, which they could use to receive additional training.

Remuneration

In all 87 percent of the reporting institutions remunerated dual credit instructors. They did this through a variety of means, including:

- Direct pay per student to the high school (39 percent)
- Scholarships (16 percent)
- Tuition waivers (10 percent)
- Fee waivers (6 percent)
- Other (16 percent, includes library privileges and textbooks for all students and instructors in the course; campus fitness center membership and stipends to attend professional development).

Assessment of Student Performance

Institutions are expected to hold dual credit students to the same standards and methods of assessments as those expected of students in an on-campus section of the same course.

Twenty-four institutions reported that they use the same assessments testing procedures of evaluation for dual credit courses taught in the high school as the corresponding courses taught on the college campus. Twenty-seven institutions reported student assessment is supervised by appropriate faculty on the college campus.

NACEP Accreditation

Three institutions are accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP): the University of Missouri–St. Louis, Missouri Baptist University and the University of Missouri–Kansas City. Of the 28 not NACEP accredited, five institutions reported working towards NACEP accreditation: Missouri Western State University, Central

Methodist University, University of Central Missouri, Southeast Missouri State University and St. Louis University.

Table 5: National Alliance of Concurrent Enrollment Partnerships (NACEP) Accreditation	
NACEP Accredited	Seeking NACEP Accreditation
Missouri Baptist University	Central Methodist University
University of Missouri-Kansas City	Missouri Western State University
University of Missouri-St. Louis	St. Louis University
	Southeast Missouri State University
	University of Central Missouri

Twenty-three institutions indicated that they were not seeking accreditation and 10 provided statements outlining their reasons for not seeking accreditation. Those reasons varied from the cost in time and resources to lack of knowledge of an accrediting agency and the perception that accreditation is unnecessary. The MDHE and COTA strongly recommend that all institutions offering dual credit seek and obtain NACEP accreditation.

Official Transcript

Only two institutions reported that they did not provide an official transcript of dual credit students’ grades.

Persistent Issues in 2008 and 2011 Dual Credit Surveys

Shortage of Qualified Instructors and Access in Low-Income Regions

By and large, the inability to find or replace qualified teachers to instruct dual credit courses and faculty development continues to be the most significant barrier for institutions since the 2008 report for all institution types. In addition to finding qualified instructors in rural regions, respondents from the 2011 survey (particularly public two-year institutions) emphasized challenges related to serving low-income students’ needs in terms of access to computers and parent’s ability to pay for courses.

While some rural areas utilized online instruction as an alternative, the lack of funding, combined with finding teachers with a master's degree in the focus area, was problematic. Currently, there is an expanding number of postsecondary institutions forming collaborative partnerships to offer webinars and other online instructional formats while sharing resources and lab and library access. A closer examination of their strategies would prove an invaluable resource for addressing barriers in access to dual credit instructors, courses and strategies. Many online resources (Blackboard, email and training modules) have already supplemented the face to face workshops and orienting activities; therefore, these formats would be cost-effective ways to network within and between institutions.

Summary table: All institutions

Institution	Number of dual credit courses offered	Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	Total number of student credit hours earned through dual credit programs for AY 2010-2011	Total number of dual credit instructors across all courses (unduplicated headcount)	Average credit hours earned per student
Central Methodist University	50	2,139	16,141	155	7.55
Crowder College	31	1,022	6,078	68	5.95
Drury University	35	959	4,925	45	5.14
Hannibal-LaGrange University	18	128	494	13	3.86
Jefferson College	11	405	3,145	28	7.77
Lindenwood University	27	439	2,676	24	6.09
Linn State Technical College	5	51	276	22	5.41
Maryville University of Saint Louis	4	73	364	1	4.99
Metropolitan Community College	87	1,702	10,863	75	6.38
Mineral Area College	31	693	3,376	31	4.87
Missouri Baptist University	61	1,834	10,835	137	5.91
Missouri Southern State University	14	268	1,680	19	6.27
Missouri State University	70	2,289	12,348	275	5.39
Missouri State University-West Plains	11	244	1,022	38	4.19
Missouri Valley College	21	327	1,897	41	5.80
Missouri Western State University	28	708	3,149	49	4.45
Moberly Area Community College	37	714	4,975	54	6.97
North Central Missouri College	24	424	3,438	52	8.11
Northwest Missouri State University	25	408	2,355	62	5.77
Ozarks Technical Community College	49	280	1,388	31	4.96
Rockhurst University	27	532	3,342	30	6.28
Saint Louis University	59	5,371	39,990	416	7.45
Southeast Missouri State University	43	1,374	6,981	79	5.08
Southwest Baptist University	8	417	2,060	29	4.94
State Fair Community College	80	594	3,400	133	5.72
Stephens College	1	15	45	1	3.00
Three Rivers Community College	30	367	2,193	61	5.98
University of Central Missouri	63	1,585	5,647	138	3.56
University of Missouri-Kansas City	86	4,509	18,040	276	4.00
University of Missouri-St. Louis	55	3,491	4,794	25	1.37
Wentworth Military Academy	37	606	3,501	81	5.78
Statewide totals	1,128	33,968	181,418	2,489	5.44

Dual Credit by Sector					
Sector	Number of dual credit courses offered	Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	Total number of student credit hours earned through dual credit programs for AY 2010-2011	Total number of dual credit instructors across all courses (unduplicated headcount)	Average credit hours earned per student
Two-year public	396	6,496	40,154	593	6.18
Four-year public	384	14,632	54,994	923	3.76
Independent	348	12,928	86,270	973	6.67
Total	1,128	34,056	181,418	2,489	5.33

Sector Share of Dual Credit Programs				
Sector	Number of dual credit courses offered	Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	Total number of student credit hours earned through dual credit programs for AY 2010-2011	Total number of dual credit instructors across all courses (unduplicated headcount)
Two-year public	35.11%	19.07%	22.13%	23.82%
Four-year public	34.04%	42.96%	30.31%	37.08%
Independent	30.85%	37.96%	47.55%	39.09%

Central Methodist University

Central Methodist University is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit. We encourage Central Methodist University to address the areas marked "NO" below.

PROGRAM STATISTICS

Number of dual credit courses offered	50
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	2,139
Total number of student credit hours earned through dual credit programs for AY 2010-2011	16,141
Total number of dual credit instructors across all courses (unduplicated headcount)	155

Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?	X			
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X			
PROGRAM STRUCTURE and ADMINISTRATION				
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Does the on-campus faculty (liaison) monitor </div>	Instructor Approval?		X	
	Syllabus?	X		
	Textbook?	X		
	Teaching Methodology?	X		
	Student Assessment Strategies?	X		
Does the institution have established cut-off dates for registration?	X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	X			
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X			
FACULTY QUALIFICATIONS and SUPPORT				
Does the liaison evaluate the instructor?	X			
Does the liaison provide on-site supervision of the dual credit instructor?	X			
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Does the institution provide training and orientation in </div>	Course Curriculum?	X		
	Assessment Criteria?	X		
	Pedagogy?	X		
	Course Philosophy?	X		
	Administrative Responsibilities?	X		
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?	X			
ASSESSMENT of STUDENT PERFORMANCE				
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?	X			
TRANSFERABILITY of CREDIT				
Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
EVIDENCE for POLICY COMPLIANCE				
Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
OTHER GOOD PRACTICES for DUAL CREDIT				
Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?	X			

Crowder College

Crowder College is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit. We recommend that Crowder College address the areas marked "NO" below.

PROGRAM STATISTICS

Number of dual credit courses offered	31
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	1,022
Total number of student credit hours earned through dual credit programs for AY 2010-2011	6,078
Total number of dual credit instructors across all courses (unduplicated headcount)	68

Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?	X			
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X			

PROGRAM STRUCTURE and ADMINISTRATION

<div style="border: 1px solid black; padding: 10px; display: inline-block;"> <p>Does the on-campus faculty (liaison) monitor</p> </div>	Instructor Approval?	X			
	Syllabus?	X			
	Textbook?	X			
	Teaching Methodology?		X		
	Student Assessment Strategies?		X		
Does the institution have established cut-off dates for registration?	X				
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	X				
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	X				
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X				

FACULTY QUALIFICATIONS and SUPPORT

Does the liaison evaluate the instructor?	X			
Does the liaison provide on-site supervision of the dual credit instructor?	X			
<div style="border: 1px solid black; padding: 10px; display: inline-block;"> <p>Does the institution provide training and orientation in</p> </div>	Course Curriculum?	X		
	Assessment Criteria?	X		
	Pedagogy?		X	
	Course Philosophy?		X	
	Administrative Responsibilities?	X		
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?	X			

ASSESSMENT of STUDENT PERFORMANCE

Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?		X		
Is student assessment supervised by the appropriate faculty on the college campus?	X			

TRANSFERABILITY of CREDIT

Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
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EVIDENCE for POLICY COMPLIANCE

Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
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OTHER GOOD PRACTICES for DUAL CREDIT

Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?		X		

Drury University

Drury University reports compliance with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit, although its chief academic officer did not provide evidence that the Dual Credit Policy guidelines have been implemented.

PROGRAM STATISTICS

Number of dual credit courses offered	35
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	959
Total number of student credit hours earned through dual credit programs for AY 2010-2011	4,925
Total number of dual credit instructors across all courses (unduplicated headcount)	45

Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?	X			
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X			

PROGRAM STRUCTURE and ADMINISTRATION

<div style="border: 1px solid black; padding: 10px; display: inline-block;"> Does the on-campus faculty (liaison) monitor </div>	Instructor Approval?	X			
	Syllabus?	X			
	Textbook?	X			
	Teaching Methodology?	X			
	Student Assessment Strategies?	X			
Does the institution have established cut-off dates for registration?	X				
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	X				
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	X				
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X				

FACULTY QUALIFICATIONS and SUPPORT

Does the liaison evaluate the instructor?	X			
Does the liaison provide on-site supervision of the dual credit instructor?	X			
<div style="border: 1px solid black; padding: 10px; display: inline-block;"> Does the institution provide training and orientation in </div>	Course Curriculum?	X		
	Assessment Criteria?	X		
	Pedagogy?	X		
	Course Philosophy?	X		
	Administrative Responsibilities?		X	
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?	X			

ASSESSMENT of STUDENT PERFORMANCE

Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?	X			

TRANSFERABILITY of CREDIT

Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
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EVIDENCE for POLICY COMPLIANCE

Has the chief academic officer provided evidence that these policy guidelines have been implemented?		X		
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OTHER GOOD PRACTICES for DUAL CREDIT

Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?				X

Hannibal-LaGrange University

Hannibal-LaGrange University did not provide evidence that it has implemented the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit. It is recommended that Hannibal-LaGrange University address the areas marked "NO" below and provide evidence of policy implementation.

PROGRAM STATISTICS

Number of dual credit courses offered	18
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	128
Total number of student credit hours earned through dual credit programs for AY 2010-2011	494
Total number of dual credit instructors across all courses (unduplicated headcount)	13

Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?	X			
Does institution use admission test/ assessment for admitting students to individual dual credit courses?		X		

PROGRAM STRUCTURE and ADMINISTRATION

Does the on-campus faculty (liaison) monitor	Instructor Approval?	X			
	Syllabus?	X			
	Textbook?	X			
	Teaching Methodology?	X			
	Student Assessment Strategies?	X			
Does the institution have established cut-off dates for registration?	X				
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?		X			
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	X				
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X				

FACULTY QUALIFICATIONS and SUPPORT

Does the liaison evaluate the instructor?	X			
Does the liaison provide on-site supervision of the dual credit instructor?	X			
Does the institution provide training and orientation in	Course Curriculum?		X	
	Assessment Criteria?		X	
	Pedagogy?		X	
	Course Philosophy?		X	
	Administrative Responsibilities?		X	
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?		X		

ASSESSMENT of STUDENT PERFORMANCE

Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?		X		
Is student assessment supervised by the appropriate faculty on the college campus?	X			

TRANSFERABILITY of CREDIT

Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
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EVIDENCE for POLICY COMPLIANCE

Has the chief academic officer provided evidence that these policy guidelines have been implemented?		X		
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OTHER GOOD PRACTICES for DUAL CREDIT

Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?		X		

Jefferson College

Jefferson College is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit. We recommend Jefferson College address the areas marked "NO" below.

PROGRAM STATISTICS

Number of dual credit courses offered	11
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	405
Total number of student credit hours earned through dual credit programs for AY 2010-2011	3,145
Total number of dual credit instructors across all courses (unduplicated headcount)	28

Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?	X			
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X			

PROGRAM STRUCTURE and ADMINISTRATION

Does the on-campus faculty (liaison) monitor	Instructor Approval?	X			
	Syllabus?	X			
	Textbook?	X			
	Teaching Methodology?	X			
	Student Assessment Strategies?	X			
Does the institution have established cut-off dates for registration?	X				
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	X				
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	X				
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X				

FACULTY QUALIFICATIONS and SUPPORT

Does the liaison evaluate the instructor?	X			
Does the liaison provide on-site supervision of the dual credit instructor?	X			
Does the institution provide training and orientation in	Course Curriculum?	X		
	Assessment Criteria?	X		
	Pedagogy?	X		
	Course Philosophy?		X	
	Administrative Responsibilities?	X		
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?	X			

ASSESSMENT of STUDENT PERFORMANCE

Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?	X			

TRANSFERABILITY of CREDIT

Are course credits earned by dual credit students recorded on an official transcript from the institution?		X		
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EVIDENCE for POLICY COMPLIANCE

Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
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OTHER GOOD PRACTICES for DUAL CREDIT

Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?				X

Lindenwood University

Lindenwood University did not provide evidence that it has implemented the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit. It is recommended that Lindenwood University address the areas marked "NO" below and provide evidence of policy implementation.

PROGRAM STATISTICS

Number of dual credit courses offered	27
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	439
Total number of student credit hours earned through dual credit programs for AY 2010-2011	2,676
Total number of dual credit instructors across all courses (unduplicated headcount)	24

Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?	X			
Does institution use admission test/ assessment for admitting students to individual dual credit courses?		X		
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Does the on-campus faculty (liaison) monitor </div>	Instructor Approval?	X		
	Syllabus?	X		
	Textbook?	X		
	Teaching Methodology?		X	
	Student Assessment Strategies?	X		
Does the institution have established cut-off dates for registration?	X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	X			
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X			
FACULTY QUALIFICATIONS and SUPPORT				
Does the liaison evaluate the instructor?	X			
Does the liaison provide on-site supervision of the dual credit instructor?	X			
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Does the institution provide training and orientation in </div>	Course Curriculum?	X		
	Assessment Criteria?	X		
	Pedagogy?		X	
	Course Philosophy?	X		
	Administrative Responsibilities?	X		
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?		X		
ASSESSMENT of STUDENT PERFORMANCE				
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?	X			
TRANSFERABILITY of CREDIT				
Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
EVIDENCE for POLICY COMPLIANCE				
Has the chief academic officer provided evidence that these policy guidelines have been implemented?		X		
OTHER GOOD PRACTICES for DUAL CREDIT				
Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?		X		

Linn State Technical College

Linn State Technical College is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit. We encourage Linn State Technical College to address the areas marked "NO" below.

PROGRAM STATISTICS

Number of dual credit courses offered	5
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	51
Total number of student credit hours earned through dual credit programs for AY 2010-2011	276
Total number of dual credit instructors across all courses (unduplicated headcount)	22

Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?	X			
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X			

PROGRAM STRUCTURE and ADMINISTRATION

Does the on-campus faculty (liaison) monitor	Instructor Approval?	X			
	Syllabus?	X			
	Textbook?	X			
	Teaching Methodology?	X			
	Student Assessment Strategies?	X			
Does the institution have established cut-off dates for registration?	X				
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	X				
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?		X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X				

FACULTY QUALIFICATIONS and SUPPORT

Does the liaison evaluate the instructor?	X			
Does the liaison provide on-site supervision of the dual credit instructor?	X			
Does the institution provide training and orientation in	Course Curriculum?	X		
	Assessment Criteria?	X		
	Pedagogy?		X	
	Course Philosophy?		X	
Administrative Responsibilities?	X			
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?	X			

ASSESSMENT of STUDENT PERFORMANCE

Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?	X			

TRANSFERABILITY of CREDIT

Are course credits earned by dual credit students recorded on an official transcript from the institution?		X		
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EVIDENCE for POLICY COMPLIANCE

Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
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OTHER GOOD PRACTICES for DUAL CREDIT

Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?	X			
Is the institution seeking NACEP accreditation?				X

Moberly Area Community College

Moberly Area Community College is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit and provided rationale for students admitted with less than a 3.0 overall GPA. We recommend Moberly Area Community College address the areas marked "NO" below.

PROGRAM STATISTICS

Number of dual credit courses offered	37
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	714
Total number of student credit hours earned through dual credit programs for AY 2010-2011	4,975
Total number of dual credit instructors across all courses (unduplicated headcount)	54

Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?		X		
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X			

PROGRAM STRUCTURE and ADMINISTRATION

<div style="border: 1px solid black; padding: 10px; display: inline-block;"> Does the on-campus faculty (liaison) monitor </div>	Instructor Approval?	X			
	Syllabus?	X			
	Textbook?	X			
	Teaching Methodology?		X		
	Student Assessment Strategies?	X			
Does the institution have established cut-off dates for registration?	X				
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	X				
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	X				
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X				

FACULTY QUALIFICATIONS and SUPPORT

Does the liaison evaluate the instructor?	X			
Does the liaison provide on-site supervision of the dual credit instructor?	X			
<div style="border: 1px solid black; padding: 10px; display: inline-block;"> Does the institution provide training and orientation in </div>	Course Curriculum?	X		
	Assessment Criteria?	X		
	Pedagogy?	X		
	Course Philosophy?	X		
	Administrative Responsibilities?	X		
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?	X			

ASSESSMENT of STUDENT PERFORMANCE

Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?	X			

TRANSFERABILITY of CREDIT

Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
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EVIDENCE for POLICY COMPLIANCE

Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
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OTHER GOOD PRACTICES for DUAL CREDIT

Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?				X

Maryville University

Maryville University is compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit.

PROGRAM STATISTICS

Number of dual credit courses offered	4
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	73
Total number of student credit hours earned through dual credit programs for AY 2010-2011	364
Total number of dual credit instructors across all courses (unduplicated headcount)	1

Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A	
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?	X				
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X				
PROGRAM STRUCTURE and ADMINISTRATION					
<div style="border: 1px solid black; padding: 10px; display: inline-block;"> Does the on-campus faculty (liaison) monitor </div>	Instructor Approval?	X			
	Syllabus?	X			
	Textbook?	X			
	Teaching Methodology?	X			
	Student Assessment Strategies?	X			
Does the institution have established cut-off dates for registration?	X				
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	X				
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	X				
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X				
FACULTY QUALIFICATIONS and SUPPORT					
Does the liaison evaluate the instructor?	X				
Does the liaison provide on-site supervision of the dual credit instructor?	X				
<div style="border: 1px solid black; padding: 10px; display: inline-block;"> Does the institution provide training and orientation in </div>	Course Curriculum?	X			
	Assessment Criteria?	X			
	Pedagogy?	X			
	Course Philosophy?	X			
	Administrative Responsibilities?	X			
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?	X				
ASSESSMENT of STUDENT PERFORMANCE					
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X				
Is student assessment supervised by the appropriate faculty on the college campus?	X				
TRANSFERABILITY of CREDIT					
Are course credits earned by dual credit students recorded on an official transcript from the institution?	X				
EVIDENCE for POLICY COMPLIANCE					
Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X				
OTHER GOOD PRACTICES for DUAL CREDIT					
Does the institution offer remuneration to dual credit instructors?	X				
Is the institution NACEP accredited?		X			
Is the institution seeking NACEP accreditation?				X	

Metropolitan Community College

Metropolitan Community College is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit and provided rationale for students admitted with less than a 3.0 overall GPA.

PROGRAM STATISTICS

Number of dual credit courses offered	87
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	1,702
Total number of student credit hours earned through dual credit programs for AY 2010-2011	10,863
Total number of dual credit instructors across all courses (unduplicated headcount)	75

Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?		X		
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X			
PROGRAM STRUCTURE and ADMINISTRATION				
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Does the on-campus faculty (liaison) monitor </div>	Instructor Approval?	X		
	Syllabus?	X		
	Textbook?	X		
	Teaching Methodology?	X		
	Student Assessment Strategies?	X		
Does the institution have established cut-off dates for registration?	X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	X			
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X			
FACULTY QUALIFICATIONS and SUPPORT				
Does the liaison evaluate the instructor?	X			
Does the liaison provide on-site supervision of the dual credit instructor?	X			
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Does the institution provide training and orientation in </div>	Course Curriculum?	X		
	Assessment Criteria?	X		
	Pedagogy?	X		
	Course Philosophy?	X		
	Administrative Responsibilities?	X		
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?	X			
ASSESSMENT of STUDENT PERFORMANCE				
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?	X			
TRANSFERABILITY of CREDIT				
Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
EVIDENCE for POLICY COMPLIANCE				
Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
OTHER GOOD PRACTICES for DUAL CREDIT				
Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?				X

Mineral Area College

Mineral Area College is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit. It is recommended that Mineral Area College address the areas marked "NO" below, particularly in the area regarding instructor qualifications.

PROGRAM STATISTICS

Number of dual credit courses offered	31
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	693
Total number of student credit hours earned through dual credit programs for AY 2010-2011	3,376
Total number of dual credit instructors across all courses (unduplicated headcount)	31

Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A	
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?	X				
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X				
PROGRAM STRUCTURE and ADMINISTRATION					
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Does the on-campus faculty (liaison) monitor </div>	Instructor Approval?	X			
	Syllabus?	X			
	Textbook?	X			
	Teaching Methodology?		X		
	Student Assessment Strategies?	X			
Does the institution have established cut-off dates for registration?	X				
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	X				
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?		X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X				
FACULTY QUALIFICATIONS and SUPPORT					
Does the liaison evaluate the instructor?	X				
Does the liaison provide on-site supervision of the dual credit instructor?	X				
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Does the institution provide training and orientation in </div>	Course Curriculum?	X			
	Assessment Criteria?	X			
	Pedagogy?	X			
	Course Philosophy?	X			
	Administrative Responsibilities?	X			
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?		X			
ASSESSMENT of STUDENT PERFORMANCE					
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X				
Is student assessment supervised by the appropriate faculty on the college campus?	X				
TRANSFERABILITY of CREDIT					
Are course credits earned by dual credit students recorded on an official transcript from the institution?	X				
EVIDENCE for POLICY COMPLIANCE					
Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X				
OTHER GOOD PRACTICES for DUAL CREDIT					
Does the institution offer remuneration to dual credit instructors?	X				
Is the institution NACEP accredited?		X			
Is the institution seeking NACEP accreditation?		X			

Missouri Baptist College

Missouri Baptist is compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit and provided rationale for students admitted with less than a 3.0 overall GPA.

PROGRAM STATISTICS

Number of dual credit courses offered	61
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	1,834
Total number of student credit hours earned through dual credit programs for AY 2010-2011	10,835
Total number of dual credit instructors across all courses (unduplicated headcount)	137

Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?		X		
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X			
PROGRAM STRUCTURE and ADMINISTRATION				
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Does the on-campus faculty (liaison) monitor </div>	Instructor Approval?	X		
	Syllabus?	X		
	Textbook?	X		
	Teaching Methodology?	X		
	Student Assessment Strategies?	X		
Does the institution have established cut-off dates for registration?	X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	X			
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X			
FACULTY QUALIFICATIONS and SUPPORT				
Does the liaison evaluate the instructor?	X			
Does the liaison provide on-site supervision of the dual credit instructor?	X			
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Does the institution provide training and orientation in </div>	Course Curriculum?	X		
	Assessment Criteria?	X		
	Pedagogy?	X		
	Course Philosophy?	X		
	Administrative Responsibilities?	X		
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?	X			
ASSESSMENT of STUDENT PERFORMANCE				
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?	X			
TRANSFERABILITY of CREDIT				
Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
EVIDENCE for POLICY COMPLIANCE				
Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
OTHER GOOD PRACTICES for DUAL CREDIT				
Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?	X			
Is the institution seeking NACEP accreditation?				X

Missouri Southern State University

Missouri Southern State University is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit, except in the area of Faculty Qualifications and Support. We strongly recommend that Missouri Southern State University address this area and report to the MDHE on its progress.

PROGRAM STATISTICS

Number of dual credit courses offered	14
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	268
Total number of student credit hours earned through dual credit programs for AY 2010-2011	1,680
Total number of dual credit instructors across all courses (unduplicated headcount)	19

Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY

	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?	X			
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X			

PROGRAM STRUCTURE and ADMINISTRATION

Does the on-campus faculty (liaison) monitor	Instructor Approval?	X			
	Syllabus?	X			
	Textbook?	X			
	Teaching Methodology?	X			
	Student Assessment Strategies?	X			
Does the institution have established cut-off dates for registration?	X				
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	X				
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	X				
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X				

FACULTY QUALIFICATIONS and SUPPORT

Does the liaison evaluate the instructor?		X		
Does the liaison provide on-site supervision of the dual credit instructor?	X			
Does the institution provide training and orientation in	Course Curriculum?		X	
	Assessment Criteria?		X	
	Pedagogy?		X	
	Course Philosophy?		X	
	Administrative Responsibilities?		X	
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?		X		

ASSESSMENT of STUDENT PERFORMANCE

Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?	X			

TRANSFERABILITY of CREDIT

Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
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EVIDENCE for POLICY COMPLIANCE

Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
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OTHER GOOD PRACTICES for DUAL CREDIT

Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?				X

Missouri Valley College

Missouri Valley College is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit and provided rationale for students admitted with less than a 3.0 overall GPA. We encourage Missouri Valley College to address the areas marked "NO" below.

PROGRAM STATISTICS

Number of dual credit courses offered	21
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	327
Total number of student credit hours earned through dual credit programs for AY 2010-2011	1,897
Total number of dual credit instructors across all courses (unduplicated headcount)	41

Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?		X		
Does institution use admission test/ assessment for admitting students to individual dual credit courses?		X		
PROGRAM STRUCTURE and ADMINISTRATION				
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Does the on-campus faculty (liaison) monitor </div>	Instructor Approval?	X		
	Syllabus?	X		
	Textbook?	X		
	Teaching Methodology?		X	
	Student Assessment Strategies?		X	
Does the institution have established cut-off dates for registration?	X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	X			
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X			
FACULTY QUALIFICATIONS and SUPPORT				
Does the liaison evaluate the instructor?	X			
Does the liaison provide on-site supervision of the dual credit instructor?	X			
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Does the institution provide training and orientation in </div>	Course Curriculum?	X		
	Assessment Criteria?	X		
	Pedagogy?		X	
	Course Philosophy?	X		
	Administrative Responsibilities?	X		
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?		X		
ASSESSMENT of STUDENT PERFORMANCE				
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?		X		
Is student assessment supervised by the appropriate faculty on the college campus?	X			
TRANSFERABILITY of CREDIT				
Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
EVIDENCE for POLICY COMPLIANCE				
Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
OTHER GOOD PRACTICES for DUAL CREDIT				
Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?		X		

Missouri Western State University

Missouri Western State University is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit and provided rationale for students admitted with less than a 3.0 overall GPA. We recommend Missouri Western State University address the areas marked "NO" below.

PROGRAM STATISTICS

Number of dual credit courses offered	28
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	708
Total number of student credit hours earned through dual credit programs for AY 2010-2011	3,149
Total number of dual credit instructors across all courses (unduplicated headcount)	49

Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?		X		
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X			

PROGRAM STRUCTURE and ADMINISTRATION

Does the on-campus faculty (liaison) monitor	Instructor Approval?		X		
	Syllabus?	X			
	Textbook?	X			
	Teaching Methodology?	X			
	Student Assessment Strategies?	X			
Does the institution have established cut-off dates for registration?	X				
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	X				
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	X				
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X				

FACULTY QUALIFICATIONS and SUPPORT

Does the liaison evaluate the instructor?	X			
Does the liaison provide on-site supervision of the dual credit instructor?	X			
Does the institution provide training and orientation in	Course Curriculum?	X		
	Assessment Criteria?	X		
	Pedagogy?	X		
	Course Philosophy?	X		
	Administrative Responsibilities?	X		
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?	X			

ASSESSMENT of STUDENT PERFORMANCE

Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?	X			

TRANSFERABILITY of CREDIT

Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
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EVIDENCE for POLICY COMPLIANCE

Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
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OTHER GOOD PRACTICES for DUAL CREDIT

Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?	X			

Missouri State University

Missouri State University is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit. It is recommended Missouri State University address the area marked "NO" below.

PROGRAM STATISTICS

Number of dual credit courses offered	70
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	2,289
Total number of student credit hours earned through dual credit programs for AY 2010-2011	12,348
Total number of dual credit instructors across all courses (unduplicated headcount)	275

Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?	X			
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X			
PROGRAM STRUCTURE and ADMINISTRATION				
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Does the on-campus faculty (liaison) monitor </div>	Instructor Approval?	X		
	Syllabus?	X		
	Textbook?	X		
	Teaching Methodology?	X		
	Student Assessment Strategies?	X		
Does the institution have established cut-off dates for registration?	X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	X			
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X			
FACULTY QUALIFICATIONS and SUPPORT				
Does the liaison evaluate the instructor?	X			
Does the liaison provide on-site supervision of the dual credit instructor?	X			
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Does the institution provide training and orientation in </div>	Course Curriculum?	X		
	Assessment Criteria?	X		
	Pedagogy?		X	
	Course Philosophy?	X		
	Administrative Responsibilities?	X		
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?	X			
ASSESSMENT of STUDENT PERFORMANCE				
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?	X			
TRANSFERABILITY of CREDIT				
Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
EVIDENCE for POLICY COMPLIANCE				
Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
OTHER GOOD PRACTICES for DUAL CREDIT				
Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?		X		

Missouri State University – West Plains

Missouri State University – West Plains is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit and provided rationale for students admitted with less than a 3.0 overall GPA. It is recommended Missouri State University – West Plains address the areas marked "NO" below, particularly in the area regarding instructor qualifications.

PROGRAM STATISTICS

Number of dual credit courses offered	11
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	244
Total number of student credit hours earned through dual credit programs for AY 2010-2011	1,022
Total number of dual credit instructors across all courses (unduplicated headcount)	38

Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A	
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?		X			
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X				
PROGRAM STRUCTURE and ADMINISTRATION					
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Does the on-campus faculty (liaison) monitor </div>	Instructor Approval?	X			
	Syllabus?	X			
	Textbook?	X			
	Teaching Methodology?	X			
	Student Assessment Strategies?		X		
Does the institution have established cut-off dates for registration?	X				
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	X				
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?		X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X				
FACULTY QUALIFICATIONS and SUPPORT					
Does the liaison evaluate the instructor?	X				
Does the liaison provide on-site supervision of the dual credit instructor?	X				
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Does the institution provide training and orientation in </div>	Course Curriculum?	X			
	Assessment Criteria?	X			
	Pedagogy?	X			
	Course Philosophy?	X			
	Administrative Responsibilities?		X		
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?	X				
ASSESSMENT of STUDENT PERFORMANCE					
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X				
Is student assessment supervised by the appropriate faculty on the college campus?		X			
TRANSFERABILITY of CREDIT					
Are course credits earned by dual credit students recorded on an official transcript from the institution?	X				
EVIDENCE for POLICY COMPLIANCE					
Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X				
OTHER GOOD PRACTICES for DUAL CREDIT					
Does the institution offer remuneration to dual credit instructors?	X				
Is the institution NACEP accredited?		X			
Is the institution seeking NACEP accreditation?				X	

North Central Missouri College

North Central Missouri College is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit and provided rationale for students admitted with less than a 3.0 overall GPA. We recommend North Central Missouri College address the areas marked "NO" below.

PROGRAM STATISTICS

Number of dual credit courses offered	24
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	424
Total number of student credit hours earned through dual credit programs for AY 2010-2011	3,438
Total number of dual credit instructors across all courses (unduplicated headcount)	52

Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?		X		
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X			

PROGRAM STRUCTURE and ADMINISTRATION

Does the on-campus faculty (liaison) monitor	Instructor Approval?	X			
	Syllabus?	X			
	Textbook?	X			
	Teaching Methodology?		X		
	Student Assessment Strategies?	X			
Does the institution have established cut-off dates for registration?	X				
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	X				
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	X				
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X				

FACULTY QUALIFICATIONS and SUPPORT

Does the liaison evaluate the instructor?	X			
Does the liaison provide on-site supervision of the dual credit instructor?	X			
Does the institution provide training and orientation in	Course Curriculum?	X		
	Assessment Criteria?	X		
	Pedagogy?		X	
	Course Philosophy?		X	
	Administrative Responsibilities?	X		
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?	X			

ASSESSMENT of STUDENT PERFORMANCE

Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?	X			

TRANSFERABILITY of CREDIT

Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
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EVIDENCE for POLICY COMPLIANCE

Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
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OTHER GOOD PRACTICES for DUAL CREDIT

Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?		X		

Northwest Missouri State University

Northwest Missouri State University is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit. We recommend Northwest Missouri State University address the areas marked "NO" below.

PROGRAM STATISTICS

Number of dual credit courses offered	25
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	408
Total number of student credit hours earned through dual credit programs for AY 2010-2011	2,355
Total number of dual credit instructors across all courses (unduplicated headcount)	62

Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?	X			
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X			
PROGRAM STRUCTURE and ADMINISTRATION				
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Does the on-campus faculty (liaison) monitor </div>	Instructor Approval?	X		
	Syllabus?	X		
	Textbook?	X		
	Teaching Methodology?	X		
	Student Assessment Strategies?		X	
Does the institution have established cut-off dates for registration?	X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	X			
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X			
FACULTY QUALIFICATIONS and SUPPORT				
Does the liaison evaluate the instructor?		X		
Does the liaison provide on-site supervision of the dual credit instructor?	X			
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Does the institution provide training and orientation in </div>	Course Curriculum?	X		
	Assessment Criteria?	X		
	Pedagogy?	X		
	Course Philosophy?		X	
	Administrative Responsibilities?	X		
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?	X			
ASSESSMENT of STUDENT PERFORMANCE				
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?		X		
TRANSFERABILITY of CREDIT				
Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
EVIDENCE for POLICY COMPLIANCE				
Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
OTHER GOOD PRACTICES for DUAL CREDIT				
Does the institution offer remuneration to dual credit instructors?		X		
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?		X		

Ozarks Technical Community College

Ozarks Technical Community College is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit. It is recommended Ozarks Technical Community College address the areas marked "NO" below.

PROGRAM STATISTICS

Number of dual credit courses offered	49
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	280
Total number of student credit hours earned through dual credit programs for AY 2010-2011	1,388
Total number of dual credit instructors across all courses (unduplicated headcount)	31

Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?	X			
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X			

PROGRAM STRUCTURE and ADMINISTRATION

<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Does the on-campus faculty (liaison) monitor </div>	Instructor Approval?	X			
	Syllabus?	X			
	Textbook?	X			
	Teaching Methodology?	X			
	Student Assessment Strategies?	X			
Does the institution have established cut-off dates for registration?	X				
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?		X			
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	X				
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X				

FACULTY QUALIFICATIONS and SUPPORT

Does the liaison evaluate the instructor?		X		
Does the liaison provide on-site supervision of the dual credit instructor?	X			
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Does the institution provide training and orientation in </div>	Course Curriculum?	X		
	Assessment Criteria?	X		
	Pedagogy?	X		
	Course Philosophy?	X		
	Administrative Responsibilities?		X	
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?	X			

ASSESSMENT of STUDENT PERFORMANCE

Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?	X			

TRANSFERABILITY of CREDIT

Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
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EVIDENCE for POLICY COMPLIANCE

Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
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OTHER GOOD PRACTICES for DUAL CREDIT

Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?		X		

Rockhurst University

Rockhurst University is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit and provided rationale for students admitted with less than a 3.0 overall GPA. We encourage Rockhurst University to address the areas marked "NO" below.

PROGRAM STATISTICS

Number of dual credit courses offered	27
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	532
Total number of student credit hours earned through dual credit programs for AY 2010-2011	3,342
Total number of dual credit instructors across all courses (unduplicated headcount)	30

Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?		X		
Does institution use admission test/ assessment for admitting students to individual dual credit courses?		X		

PROGRAM STRUCTURE and ADMINISTRATION

<div style="border: 1px solid black; padding: 10px; display: inline-block;"> Does the on-campus faculty (liaison) monitor </div>	Instructor Approval?		X		
	Syllabus?	X			
	Textbook?	X			
	Teaching Methodology?	X			
	Student Assessment Strategies?	X			
Does the institution have established cut-off dates for registration?	X				
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	X				
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	X				
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X				

FACULTY QUALIFICATIONS and SUPPORT

Does the liaison evaluate the instructor?	X			
Does the liaison provide on-site supervision of the dual credit instructor?	X			
<div style="border: 1px solid black; padding: 10px; display: inline-block;"> Does the institution provide training and orientation in </div>	Course Curriculum?	X		
	Assessment Criteria?		X	
	Pedagogy?	X		
	Course Philosophy?		X	
	Administrative Responsibilities?	X		
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?	X			

ASSESSMENT of STUDENT PERFORMANCE

Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?	X			

TRANSFERABILITY of CREDIT

Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
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EVIDENCE for POLICY COMPLIANCE

Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
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OTHER GOOD PRACTICES for DUAL CREDIT

Does the institution offer remuneration to dual credit instructors?		X		
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?		X		

Southeast Missouri State University

Southeast Missouri State University is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit and provided rationale for students admitted with less than a 3.0 overall GPA.

PROGRAM STATISTICS

Number of dual credit courses offered	43
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	1,374
Total number of student credit hours earned through dual credit programs for AY 2010-2011	6,981
Total number of dual credit instructors across all courses (unduplicated headcount)	79

Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A	
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?		X			
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X				
PROGRAM STRUCTURE and ADMINISTRATION					
<div style="border: 1px solid black; padding: 10px; display: inline-block;"> Does the on-campus faculty (liaison) monitor </div>	Instructor Approval?	X			
	Syllabus?	X			
	Textbook?	X			
	Teaching Methodology?	X			
	Student Assessment Strategies?	X			
Does the institution have established cut-off dates for registration?	X				
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	X				
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	X				
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X				
FACULTY QUALIFICATIONS and SUPPORT					
Does the liaison evaluate the instructor?	X				
Does the liaison provide on-site supervision of the dual credit instructor?	X				
<div style="border: 1px solid black; padding: 10px; display: inline-block;"> Does the institution provide training and orientation in </div>	Course Curriculum?	X			
	Assessment Criteria?	X			
	Pedagogy?	X			
	Course Philosophy?	X			
	Administrative Responsibilities?	X			
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?	X				
ASSESSMENT of STUDENT PERFORMANCE					
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X				
Is student assessment supervised by the appropriate faculty on the college campus?	X				
TRANSFERABILITY of CREDIT					
Are course credits earned by dual credit students recorded on an official transcript from the institution?	X				
EVIDENCE for POLICY COMPLIANCE					
Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X				
OTHER GOOD PRACTICES for DUAL CREDIT					
Does the institution offer remuneration to dual credit instructors?	X				
Is the institution NACEP accredited?		X			
Is the institution seeking NACEP accreditation?	X				

St. Louis University

St. Louis University is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit and provided rationale for students admitted with less than a 3.0 overall GPA.

PROGRAM STATISTICS

Number of dual credit courses offered	59
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	5,371
Total number of student credit hours earned through dual credit programs for AY 2010-2011	39,990
Total number of dual credit instructors across all courses (unduplicated headcount)	416

Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?		X		
Does institution use admission test/ assessment for admitting students to individual dual credit courses?		X		

PROGRAM STRUCTURE and ADMINISTRATION

<div style="border: 1px solid black; padding: 10px; display: inline-block;"> Does the on-campus faculty (liaison) monitor </div>	Instructor Approval?	X			
	Syllabus?	X			
	Textbook?	X			
	Teaching Methodology?	X			
	Student Assessment Strategies?	X			
Does the institution have established cut-off dates for registration?	X				
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	X				
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	X				
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X				

FACULTY QUALIFICATIONS and SUPPORT

Does the liaison evaluate the instructor?	X			
Does the liaison provide on-site supervision of the dual credit instructor?	X			
<div style="border: 1px solid black; padding: 10px; display: inline-block;"> Does the institution provide training and orientation in </div>	Course Curriculum?	X		
	Assessment Criteria?	X		
	Pedagogy?	X		
	Course Philosophy?	X		
	Administrative Responsibilities?	X		
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?	X			

ASSESSMENT of STUDENT PERFORMANCE

Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?	X			

TRANSFERABILITY of CREDIT

Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
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EVIDENCE for POLICY COMPLIANCE

Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
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OTHER GOOD PRACTICES for DUAL CREDIT

Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?	X			

Southwest Baptist University

Southwest Baptist University is compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit.

PROGRAM STATISTICS

Number of dual credit courses offered	8
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	417
Total number of student credit hours earned through dual credit programs for AY 2010-2011	2060
Total number of dual credit instructors across all courses (unduplicated headcount)	29

Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?	X			
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X			

PROGRAM STRUCTURE and ADMINISTRATION

<div style="border: 1px solid black; padding: 10px; display: inline-block;"> <p>Does the on-campus faculty (liaison) monitor</p> </div>	Instructor Approval?	X			
	Syllabus?	X			
	Textbook?	X			
	Teaching Methodology?	X			
	Student Assessment Strategies?	X			
Does the institution have established cut-off dates for registration?	X				
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	X				
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	X				
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X				

FACULTY QUALIFICATIONS and SUPPORT

Does the liaison evaluate the instructor?	X			
Does the liaison provide on-site supervision of the dual credit instructor?	X			
<div style="border: 1px solid black; padding: 10px; display: inline-block;"> <p>Does the institution provide training and orientation in</p> </div>	Course Curriculum?	X		
	Assessment Criteria?	X		
	Pedagogy?	X		
	Course Philosophy?	X		
	Administrative Responsibilities?	X		
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?	X			

ASSESSMENT of STUDENT PERFORMANCE

Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?	X			

TRANSFERABILITY of CREDIT

Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
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EVIDENCE for POLICY COMPLIANCE

Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
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OTHER GOOD PRACTICES for DUAL CREDIT

Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?		X		

State Fair Community College

State Fair Community College is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit and provided rationale for students admitted with less than a 3.0 overall GPA.

PROGRAM STATISTICS

Number of dual credit courses offered	80
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	594
Total number of student credit hours earned through dual credit programs for AY 2010-2011	3,399
Total number of dual credit instructors across all courses (unduplicated headcount)	133

Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?		X		
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X			

PROGRAM STRUCTURE and ADMINISTRATION

Does the on-campus faculty (liaison) monitor	Instructor Approval?	X			
	Syllabus?	X			
	Textbook?	X			
	Teaching Methodology?	X			
	Student Assessment Strategies?	X			
Does the institution have established cut-off dates for registration?	X				
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	X				
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	X				
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X				

FACULTY QUALIFICATIONS and SUPPORT

Does the liaison evaluate the instructor?	X			
Does the liaison provide on-site supervision of the dual credit instructor?	X			
Does the institution provide training and orientation in	Course Curriculum?	X		
	Assessment Criteria?	X		
	Pedagogy?	X		
	Course Philosophy?	X		
	Administrative Responsibilities?	X		
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?	X			

ASSESSMENT of STUDENT PERFORMANCE

Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?	X			

TRANSFERABILITY of CREDIT

Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
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EVIDENCE for POLICY COMPLIANCE

Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
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OTHER GOOD PRACTICES for DUAL CREDIT

Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?		X		

Stephens College

Stephens College piloted its dual credit program this year. If the institution wishes to continue or expand its dual credit program offerings we recommend the college address the areas marked "NO" below.

PROGRAM STATISTICS

Number of dual credit courses offered	1
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	15
Total number of student credit hours earned through dual credit programs for AY 2010-2011	45
Total number of dual credit instructors across all courses (unduplicated headcount)	1

Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?		X		
Does institution use admission test/ assessment for admitting students to individual dual credit courses?		X		
PROGRAM STRUCTURE and ADMINISTRATION				
<div style="border: 1px solid black; padding: 10px; display: inline-block;"> <p>Does the on-campus faculty (liaison) monitor</p> </div>	Instructor Approval?	X		
	Syllabus?	X		
	Textbook?	X		
	Teaching Methodology?		X	
	Student Assessment Strategies?	X		
Does the institution have established cut-off dates for registration?	X			
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?		X		
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	X			
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X			
FACULTY QUALIFICATIONS and SUPPORT				
Does the liaison evaluate the instructor?		X		
Does the liaison provide on-site supervision of the dual credit instructor?	X			
<div style="border: 1px solid black; padding: 10px; display: inline-block;"> <p>Does the institution provide training and orientation in</p> </div>	Course Curriculum?	X		
	Assessment Criteria?	X		
	Pedagogy?		X	
	Course Philosophy?	X		
	Administrative Responsibilities?		X	
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?	X			
ASSESSMENT of STUDENT PERFORMANCE				
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?	X			
TRANSFERABILITY of CREDIT				
Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
EVIDENCE for POLICY COMPLIANCE				
Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
OTHER GOOD PRACTICES for DUAL CREDIT				
Does the institution offer remuneration to dual credit instructors?		X		
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?		X		

Three Rivers Community College

Three Rivers Community College is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit. We recommend Three Rivers Community College address the areas marked "NO" below.

PROGRAM STATISTICS

Number of dual credit courses offered	30
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	367
Total number of student credit hours earned through dual credit programs for AY 2010-2011	2,193
Total number of dual credit instructors across all courses (unduplicated headcount)	61

Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?	X			
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X			

PROGRAM STRUCTURE and ADMINISTRATION

<div style="border: 1px solid black; padding: 10px; display: inline-block;"> Does the on-campus faculty (liaison) monitor </div>	Instructor Approval?	X			
	Syllabus?	X			
	Textbook?	X			
	Teaching Methodology?		X		
	Student Assessment Strategies?	X			
Does the institution have established cut-off dates for registration?	X				
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	X				
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	X				
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X				

FACULTY QUALIFICATIONS and SUPPORT

Does the liaison evaluate the instructor?		X		
Does the liaison provide on-site supervision of the dual credit instructor?	X			
<div style="border: 1px solid black; padding: 10px; display: inline-block;"> Does the institution provide training and orientation in </div>	Course Curriculum?	X		
	Assessment Criteria?		X	
	Pedagogy?		X	
	Course Philosophy?	X		
	Administrative Responsibilities?		X	
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?	X			

ASSESSMENT of STUDENT PERFORMANCE

Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?	X			

TRANSFERABILITY of CREDIT

Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
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EVIDENCE for POLICY COMPLIANCE

Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
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OTHER GOOD PRACTICES for DUAL CREDIT

Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?				X

University of Missouri – Kansas City

University of Missouri – Kansas City is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit. UMKC provided rationale for students admitted with less than a 3.0 overall GPA.

PROGRAM STATISTICS

Number of dual credit courses offered	86
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	4,509
Total number of student credit hours earned through dual credit programs for AY 2010-2011	18,040
Total number of dual credit instructors across all courses (unduplicated headcount)	276

Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?		X		
Does institution use admission test/ assessment for admitting students to individual dual credit courses?		X		

PROGRAM STRUCTURE and ADMINISTRATION

Does the on-campus faculty (liaison) monitor	Instructor Approval?	X			
	Syllabus?	X			
	Textbook?	X			
	Teaching Methodology?	X			
	Student Assessment Strategies?	X			
Does the institution have established cut-off dates for registration?	X				
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	X				
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	X				
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X				

FACULTY QUALIFICATIONS and SUPPORT

Does the liaison evaluate the instructor?	X			
Does the liaison provide on-site supervision of the dual credit instructor?	X			
Does the institution provide training and orientation in	Course Curriculum?	X		
	Assessment Criteria?	X		
	Pedagogy?	X		
	Course Philosophy?	X		
	Administrative Responsibilities?	X		
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?	X			

ASSESSMENT of STUDENT PERFORMANCE

Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?	X			

TRANSFERABILITY of CREDIT

Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
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EVIDENCE for POLICY COMPLIANCE

Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
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OTHER GOOD PRACTICES for DUAL CREDIT

Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?	X			
Is the institution seeking NACEP accreditation?				X

University of Missouri – St. Louis

University of Missouri – St. Louis is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit. UMSL provided rationale for students admitted with less than a 3.0 overall GPA.

PROGRAM STATISTICS

Number of dual credit courses offered	55
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	3,491
Total number of student credit hours earned through dual credit programs for AY 2010-2011	4,794
Total number of dual credit instructors across all courses (unduplicated headcount)	25

Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A	
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?		X			
Does institution use admission test/ assessment for admitting students to individual dual credit courses?		X			
PROGRAM STRUCTURE and ADMINISTRATION					
<div style="border: 1px solid black; padding: 10px; display: inline-block;"> <p>Does the on-campus faculty (liaison) monitor</p> </div>	Instructor Approval?	X			
	Syllabus?	X			
	Textbook?	X			
	Teaching Methodology?	X			
	Student Assessment Strategies?	X			
Does the institution have established cut-off dates for registration?	X				
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	X				
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	X				
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X				
FACULTY QUALIFICATIONS and SUPPORT					
Does the liaison evaluate the instructor?	X				
Does the liaison provide on-site supervision of the dual credit instructor?	X				
<div style="border: 1px solid black; padding: 10px; display: inline-block;"> <p>Does the institution provide training and orientation in</p> </div>	Course Curriculum?	X			
	Assessment Criteria?	X			
	Pedagogy?	X			
	Course Philosophy?	X			
	Administrative Responsibilities?	X			
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?	X				
ASSESSMENT of STUDENT PERFORMANCE					
Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X				
Is student assessment supervised by the appropriate faculty on the college campus?	X				
TRANSFERABILITY of CREDIT					
Are course credits earned by dual credit students recorded on an official transcript from the institution?	X				
EVIDENCE for POLICY COMPLIANCE					
Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X				
OTHER GOOD PRACTICES for DUAL CREDIT					
Does the institution offer remuneration to dual credit instructors?	X				
Is the institution NACEP accredited?	X				
Is the institution seeking NACEP accreditation?				X	

University of Central Missouri

University of Central Missouri is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit. It provided rationale for students admitted with less than a 3.0 overall GPA. We recommend that Central Missouri address the areas marked "NO" below, and update the MDHE on its efforts in the area of faculty qualifications and support.

PROGRAM STATISTICS

Number of dual credit courses offered	63
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	1,585
Total number of student credit hours earned through dual credit programs for AY 2010-2011	5,647
Total number of dual credit instructors across all courses (unduplicated headcount)	138

Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?		X		
Does institution use admission test/ assessment for admitting students to individual dual credit courses?	X			

PROGRAM STRUCTURE and ADMINISTRATION

Does the on-campus faculty (liaison) monitor	Instructor Approval?	X			
	Syllabus?	X			
	Textbook?	X			
	Teaching Methodology?		X		
	Student Assessment Strategies?	X			
Does the institution have established cut-off dates for registration?	X				
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	X				
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	X				
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X				

FACULTY QUALIFICATIONS and SUPPORT

Does the liaison evaluate the instructor?		X		
Does the liaison provide on-site supervision of the dual credit instructor?	X			
Does the institution provide training and orientation in	Course Curriculum?		X	
	Assessment Criteria?		X	
	Pedagogy?		X	
	Course Philosophy?		X	
	Administrative Responsibilities?		X	
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?	X			

ASSESSMENT of STUDENT PERFORMANCE

Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?	X			

TRANSFERABILITY of CREDIT

Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
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EVIDENCE for POLICY COMPLIANCE

Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
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OTHER GOOD PRACTICES for DUAL CREDIT

Does the institution offer remuneration to dual credit instructors?	X			
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?	X			

Wentworth Military Academy

Wentworth Military Academy is generally compliant with the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit, except in the area of Faculty Qualifications and Support. We strongly recommend that Wentworth Military Academy address this area and report to the MDHE on its progress.

PROGRAM STATISTICS

Number of dual credit courses offered	37
Total number of students enrolled in dual credit (unduplicated headcount) for AY 2010-2011	606
Total number of student credit hours earned through dual credit programs for AY 2010-2011	3,501
Total number of dual credit instructors across all courses (unduplicated headcount)	81

Policy compliance based on self-reported responses to the 2011 Dual Credit Survey

STUDENT ELIGIBILITY	YES	NO	N/R	N/A
Do students admitted to dual credit courses have a minimum 3.0 overall GPA?	X			
Does institution use admission test/ assessment for admitting students to individual dual credit courses?		X		

PROGRAM STRUCTURE and ADMINISTRATION

Does the on-campus faculty (liaison) monitor	Instructor Approval?		X		
	Syllabus?	X			
	Textbook?	X			
	Teaching Methodology?		X		
	Student Assessment Strategies?	X			
Does the institution have established cut-off dates for registration?	X				
Does institution provide access and academic support similar as accorded students on the college campus, including access to library resources of similar scope/magnitude as those available to on-campus students?	X				
Do at least 90 percent of all high school instructors teaching general education courses have a master's degree that includes a minimum of 18 semester hours appropriate to the academic field they are teaching?	X				
Do college academic departments provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison?	X				

FACULTY QUALIFICATIONS and SUPPORT

Does the liaison evaluate the instructor?		X		
Does the liaison provide on-site supervision of the dual credit instructor?	X			
Does the institution provide training and orientation in	Course Curriculum?		X	
	Assessment Criteria?		X	
	Pedagogy?		X	
	Course Philosophy?		X	
	Administrative Responsibilities?		X	
Is collegial interaction provided to address course content, best practices for assessment and evaluation and current research in the field?	X			

ASSESSMENT of STUDENT PERFORMANCE

Does institution use the same assessment/identical testing procedures/means of evaluation for dual credit course taught in the high school and the corresponding course taught on the college campus?	X			
Is student assessment supervised by the appropriate faculty on the college campus?	X			

TRANSFERABILITY of CREDIT

Are course credits earned by dual credit students recorded on an official transcript from the institution?	X			
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EVIDENCE for POLICY COMPLIANCE

Has the chief academic officer provided evidence that these policy guidelines have been implemented?	X			
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OTHER GOOD PRACTICES for DUAL CREDIT

Does the institution offer remuneration to dual credit instructors?		X		
Is the institution NACEP accredited?		X		
Is the institution seeking NACEP accreditation?		X		

Appendix A: Dual Credit Policy

Adopted June 10, 1999

Introduction

Dual credit courses enable high school students to receive, simultaneously, both high school and college-level course credit. They provide high-performing high school students an affordable opportunity to experience high-quality college-level courses. Dual credit courses may be taught by full time college faculty who instruct high school students either on campus or in the high school via on-site instruction or interactive television. Dual credit courses may also be taught using the same modes of delivery by adjunct faculty who may teach part time both on the college campus and at the high school site. However, the large majority of dual credit courses are taught by high school faculty with supervision by on-campus college faculty. The policy guidelines described below apply only to dual credit general education courses offered in high schools by high school teachers to high school students. These guidelines do not address technically oriented dual credit courses offered by some colleges.

Over the past several years, there has been substantial growth and expansion of dual credit programs involving high school faculty with increases in the number of student credit hours generated and in the number of high school students, teachers, and schools participating in dual credit programs. Given this growth and expansion, the Coordinating Board for Higher Education (CBHE) recognizes the necessity of revising its 1992 policy.

Statutory References

According to Section 167.223, RSMo (1990), public high schools, in cooperation with Missouri public community colleges and public or private four-year colleges and universities, may offer postsecondary course options to high school juniors and seniors. Section 167.223, RSMo, was amended in 1998 to expand eligibility for dual credit enrollment to high school freshmen and sophomores.

Guiding Principles

Dual credit courses achieve multiple purposes. The primary purpose of offering dual credit courses is to deliver high-quality college experiences to high-performing high school students. Dual credit courses are suitable to challenge students who have mastered or nearly mastered the complete high school curriculum and who require college-level coursework that is more rigorous than the high school curriculum. Dual credit courses also enrich and extend the high school curriculum, provide introductory college coursework, and avoid unnecessary duplication in coursework as students move from high school to college. Over time, as the technological means become more efficient in delivering dual credit courses from a distance, on-campus professors and instructors in the high school will be able to work even more closely as instructional collaborators in delivering college courses to high school students.

The policy guidelines described below were developed within the context of this stated purpose and apply only to dual credit general education courses offered in high schools, by high school teachers. These policy guidelines do not address technically oriented dual credit courses.

The policy guidelines for the delivery of dual credit courses denote quality standards that apply in most instances. However, there are instances in which the implementation of the standards may differ from the stated guidelines. For these instances, the institution must provide a rationale and plan to ensure the quality of the dual credit offering for these exceptions (see section on [Evidence for Policy Compliance](#)).

Student Eligibility

The eligibility of high school students to participate in dual credit courses may vary in accordance with the admission standards of the college or university offering the courses in the high school. For all institutions, however, students must have a minimum overall grade point average of 3.0 (on a 4.0 scale) or the equivalent and be recommended by the high school principal or his or her official designee.

High school students must also meet the same requirements for admission to individual courses (e.g., English or mathematics) as those required of on-campus students (e.g., ACT, ASSET, or other placement test scores). Specific placement tests may not be required for admission to some college courses; however, if the high school administers a competency assessment in an area related to the dual credit course, high school juniors and seniors must score at proficient or above on the MAP or achieve an equivalent score on a comparable assessment. Performance on the MAP or a related assessment test should be verified in the high school principal's or official designee's recommendation that the student participate in a dual credit course.

High school juniors and seniors who meet the above requirements will be eligible for dual credit courses. Under special circumstances, freshmen and sophomores with superior academic talents may take dual credit courses. Freshmen and sophomores must demonstrate their competency by scoring at the 90th percentile or above on the ACT or SAT. Moreover, the recommending high school counselor and the college academic department official must concur that a younger student can benefit from dual credit in the specific course and learn at the collegiate level.

Program Structure and Administration

Dual credit courses offered in high schools must duplicate the identical course offerings delivered on campus to matriculated students. Courses must be approved for dual credit status, and the credit awarded must be deemed acceptable in transfer by the faculty of the appropriate academic department (unit) of the college. Elements of the dual credit course to be approved by the on-campus college faculty in the appropriate academic discipline include the syllabus, textbook(s), teaching methodology, and student assessment strategies. Course content and course requirements must be comparable to those utilized in the equivalent on-campus courses with the same titles. The chief academic officer of the postsecondary institution will also be responsible

for involving full time faculty in the discipline in the selection and evaluation of all dual credit faculty. The on-campus college faculty must also ensure comparable standards of evaluation. Because discrete classes that totally separate dual credit from non-dual credit students may be prohibitive to operate in some cases, those classes with a mixed population must show evidence of collegiate level expectations for all students in the course. All high school students enrolled in a dual credit course must meet the same requirements for completion of the course, whether or not the student is simultaneously registered for college credit.

Students enrolled in dual credit classes must adhere to the dates comparable to those specified on the college campus for registration, drop, withdrawal, or refund.

[Clarifying comment: The intent of the policy is to prevent retroactive registration, a practice that permits students to choose whether to register for courses for college credit late in the semester. The policy is not intended to create logistical problems. On-campus and dual credit academic calendars should be comparable; program directors may exercise reasonable discretion with respect to registrations, payments, drops, withdrawals, and refunds.]

Students in dual credit courses must have geographic access to student and academic support similar to that accorded students on the college campus, including access to library resources of similar scope and magnitude as those available to students enrolled in courses with the same titles on the college campus. Library materials must be available either on site at the high school or through electronic means. Dual credit students must have reasonable access to the course instructor outside regular classroom hours either in person, via phone, and/or through other electronic means.

Institutions shall not use fees as a means of competing for dual credit students and shall work cooperatively when providing dual credit courses in the same geographic area. Institutions should use the same credit hour fee for all dual credit courses, regardless of the site.

[Clarifying comment: An institution's price for dual credit courses should be consistent from high school to high school. Actual costs may vary for a number of reasons. Quality controls should not be sacrificed in order to provide institutions with a competitive financial edge.]

The chief academic officer of the college or university, being responsible for the academic quality of courses delivered on the college campus, is also accountable for the implementation of this policy and for assuring the integrity and quality of all dual credit courses.

Faculty Qualifications and Support

As for any instructor of college-level courses, high school instructors of dual credit courses shall meet the requirements for faculty teaching in institutions of higher education, as stipulated for accreditation by the Higher Learning Commission. Accordingly, high school instructors teaching general education courses shall typically have a master's degree that includes substantial study (usually a minimum of 18 semester hours) appropriate to the academic field in which they are teaching. The selection of high school instructors for dual credit courses must be approved both by the high school and by the chief academic officer of the postsecondary institution as described above. The responsibility for the orientation and evaluation of dual credit instructors rests with

the college's academic departments, with guidance from the chief academic officer to ensure consistency across academic departments.

New dual credit instructors will participate in orientation activities provided by the college and/or academic department. Continuing dual credit instructors must participate in both the professional development and evaluation activities as those expected of adjunct faculty on the college campus. In order to assure comparability of the dual credit course with the corresponding experience on the college campus, college academic departments must provide instructors of dual credit courses with support services, including a designated on-campus faculty member to serve as a liaison. Dual credit instructors must be evaluated according to the college's evaluation policies for other part-time/adjunct faculty, with the recommendation for continuation being the responsibility of the campus academic department. Thus, the institution of higher education must provide on-site supervision and evaluation of the dual credit faculty. This process is best served when the instructional site is within a reasonable commuting distance from the institution of higher education.

Assessment of Student Performance

The responsibility for the development of assessment and evaluation measures to assure quality and comparability of dual credit courses resides with the on-campus college faculty in the appropriate academic discipline. In general, comparability between the dual credit course taught in the high school and the corresponding course taught on the college campus should be demonstrated by using the same methods of assessment or identical testing procedures and by employing the same means of evaluation, which will be supervised by the appropriate faculty on the college campus.

In atypical cases, when different tests are constructed and independent evaluations are performed by the high school teacher, the burden shifts to the institution to demonstrate the comparability of dual credit courses and to ensure a common standard of grading. The use of nationally normed instruments is recommended when the substance of the normed test is consistent with the learning objectives of the dual credit course. Locally developed assessments must be administered to both on-campus and dual credit students in order to provide the on-campus college faculty in the appropriate academic discipline with data appropriate to demonstrate comparability. Nonetheless, any specialized assessment of dual credit courses must emulate the on-campus institutional assessment plan required by the Higher Learning Commission, including the identification of the general education learning objectives and outcomes. Since the dual credit courses duplicate course offerings delivered on the college campus to matriculated students, both formative and summative assessment strategies and tools must be approved by the on-campus college faculty in the appropriate academic discipline. Annual reports of student performance must be submitted to the chief academic officer for both review and consideration with respect to the continuation of the dual credit instructor.

Transferability of Credit

Dual credit programs are not designed to replace a substantial segment of the academic experience on a college campus, but rather the programs are created to provide high-achieving high school students with opportunities for acceleration. High school students vary in their academic preparedness and in their capacity to complete collegiate-level work while in high school. The number of credit hours successfully completed by a high school student in dual credit programs will be related to her or his ability level. Since dual credit programs are predicated on the portability of transcribed college credit, the following guideline should anchor the decisions made by the high school student and the receiving institution: students receiving dual credit from institutions in compliance with these policy guidelines can expect to transfer credit up to the equivalent of five courses.

[Clarifying comment: Five courses shall be assured in transfer to all public institutions and independent/proprietary signatory institutions. "Equivalence of five courses" means five individual courses, regardless of the credit-hour value of those courses.]

Students who wish to transfer more than five dual credit courses should consult the institution of higher education to which they intend to transfer in order to determine if the institution has a policy regarding the acceptance of dual credit courses used for the completion of a college degree.

[Clarifying comment: All courses presented for transfer shall be evaluated based upon written transfer agreements in force among/between institutions. However, institutions shall be cognizant of the impact of their policy concerning courses above the assured five courses on articulated transfer agreements with other institutions. Institutions are encouraged to review their articulated transfer agreements' consistency with their dual credit policies. Dual credit courses shall be evaluated on the same basis as on-campus courses for the purposes of transfer. Each institution's dual credit acceptance policies shall be uniform. Institutional policies concerning dual credit should be applied equally to all institutions, including one's own institution.]

Students with dual credit transcribed courses who complete Associate of Arts (AA) degrees will be received in transfer the same as all AA degree transfer students.]

The receiving institution should not, however, impose any limits that preclude high school juniors and seniors from earning additional credit through regular summer and/or evening enrollment in college courses taught by college faculty as allowed by dual enrollment, early admissions, or other college programs such as articulation agreements, advanced placement, or other accepted means of testing or granting credit.

Credit earned by students in dual credit courses that meet the above guidelines shall fall under the same CBHE guidelines as that for credit in college courses subject to transfer between public and independent institutions in the state of Missouri. College credit earned through dual credit courses offered in high schools shall be applicable toward associate and/or baccalaureate degree requirements and shall be eligible for transfer. All student rights and responsibilities as outlined

in the [CBHE's Credit Transfer Guidelines](#) shall apply. Institutions must publicize their policies related to the acceptance of dual credit beyond the equivalent of five courses.

Evidence for Policy Compliance

Each institution will provide evidence demonstrating that the policy guidelines for the delivery of dual credit programs offered in high schools have been implemented. The chief academic officer of each institution offering dual credit courses must provide evidence concerning the implementation of the dual credit policy guidelines stated above in the sections on Student Eligibility, Program Structure and Administration, Faculty Qualifications and Support, Assessment of Student Performance, and Transferability of Credit. The institution may provide additional information in support of the quality and comparability of the dual credit courses to the same course offerings on the college campus, especially as those data support institutional exceptions to any of the policy guidelines. The CBHE will provide an updated list of dual credit programs that are in compliance with the above policy that will be shared annually with the Department of Elementary and Secondary Education and other interested constituents.

In addition, all institutions offering dual credit courses are required to report annually to the CBHE such things as the number of sections offered; the number of students enrolled (duplicated headcount) per high school; the total by class (year in high school); the number of high schools served by dual credit and the number of sections in each; the student credit-hour production (total for all dual credit and total per high school); the number of sections offered in mathematics, science, social sciences, and humanities; and summary data on the performance of dual credit students. A format for the annual reports will be developed. Dual credit data will be submitted to the CBHE when the institution submits its annual Performance Indicators Report. These policy guidelines shall be reviewed by COTA after three years based on annual reports submitted by institutions and reports on the academic progress of students who transfer dual credit.

Appendix B: Principles of Good Practice for Dual Credit Courses

Adopted October 7, 1999

These Principles of Good Practice are provided to facilitate the implementation of the CBHE's 1999 Dual Credit Policy and are based on the following assumptions:

- The primary purpose of offering dual credit courses is to deliver high-quality introductory college-level courses to high-performing high school students.
- All faculty, whether full time or adjunct (i.e., including high school faculty assigned to teach dual credit courses), will meet North Central Association of Colleges and Schools, Commission on Institutions of Higher Education standards.
- Dual credit programs are established through an arrangement between a high school with an established need and a Missouri institution of higher education.
- Each institution's full time on-campus faculty will be actively involved in approving courses offered for dual credit in their discipline and in providing orientation and evaluation of dual credit instructors.
- Regular consultation and review on dual credit issues will occur with representatives of secondary school organizations participating in dual credit programs.
- All public institutions and each independent/proprietary institution that is a signatory to the 1998 Credit Transfer Policy agree to abide by the CBHE's dual credit policy.

Principles of Good Practice

It is desirable that institutions in compliance with the statewide dual credit policy follow these agreed-upon principles of good practice. Although the structure and delivery of dual credit programs will vary among institutions, those variations should consistently reflect current policy. Institutional approaches to the delivery of dual credit courses should be consistent with an institution's mission while remaining aligned with state-level policy guidelines.

- I. Dual credit programs should reflect a commitment to high quality and integrity.
 - Each dual credit course should involve the same academic rigor and evaluation criteria as that of its campus-based equivalent.
 - Institutions should establish procedures for the selection, training, evaluation, and mentoring of dual credit instructors.
- II. Institutional context, commitment, and responsibilities should be clearly established.
 - Institutions should establish dual credit relationships only with high schools that are within a reasonable commuting distance.
 - Institutions of higher education should facilitate frequent, consistent, and timely communication with the high schools in which they provide dual credit courses. That communication should address the scheduling of courses, compliance with statewide dual credit policy, identification and resolution of problems that occur, and evaluation of each dual credit course.

- Institutions providing dual credit courses should assume responsibility to ensure and document the quality of dual credit practices by demonstrating compliance with the statewide dual credit policy.
- High schools and institutions providing dual credit courses should work cooperatively to ensure that students enrolled in those courses meet minimum qualifications as outlined in the statewide dual credit policy. A listing of students eligible to enroll in dual credit courses, as determined by GPA, test scores, and criteria described in the statewide dual credit policy, should be updated each semester.
- Institutions, in partnership with high school personnel, should ensure that instructors teaching dual credit courses meet the minimum qualifications as established by the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education guidelines. Each institutions' list of eligible dual credit teachers who meet the academic preparation requirements of the dual credit policy shall be updated each semester.
- Transfer and articulation officers should be familiar with their institution's dual credit policy and any agreements between their institutions and high schools in order to provide information to interested individuals.
- High school advisors should be familiar with the statewide dual credit policy as well as specific school/college agreements so as to provide accurate and sound advice to high school students.
- Colleges and universities involved in dual credit programs should provide dual credit instructors with both ongoing supervision by on-campus faculty and access to regular pedagogical and resource support such as professional development workshops.
- Students in dual credit courses should have access to student services and academic support similar to those accorded students on the traditional college campus, i.e., advisors, adequate library services, and other resources requisite for college-level academic performance.

III. Institutions providing dual credit courses should develop and maintain procedures for evaluation and assessment.

- Institutions should maintain close alignment between dual credit courses taught in high schools and corresponding courses taught on college campuses by ensuring that dual credit assignments and grading criteria are identical to, or of comparable design, quality, and rigor to, the equivalent campus-based course. In circumstances where assignments and grading criteria are not identical, a rationale approved by the college's academic department must guide such modifications.
- Procedures for the supervision and evaluation of dual credit instructors should include activities such as:
 - regular site visits to the high school by representatives of the institution of higher education;
 - opportunities for dual credit instructors to discuss concerns and to share information with each other and with the institution of higher education;
 - regular evaluation of dual credit instructors through methods identical to those used to evaluate their campus-based counterparts; and

- access to appropriate professional development opportunities and mentoring offered either exclusively to dual credit instructors or to both campus-based faculty and dual credit instructors.
- Institutions should assess, document, and transcript student achievement in each course.
- Based on prior academic performance, high school students should demonstrate a high likelihood of success in dual credit courses.

DRAFT

Appendix C: Letter to Institutions about Online Survey

Dear Chief Academic Officers,

As you are aware, high-quality dual credit programs in Missouri have a long history of supporting high school students in their efforts to complete high school and enroll in postsecondary education. Such programs can support high-performing students in their quests for challenging material and motivate at-risk students to remain in school.

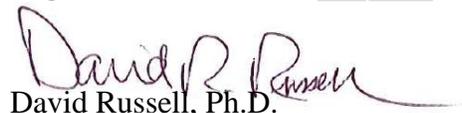
The Coordinating Board for Higher Education (CBHE) Dual Credit Policy requires each institution offering dual credit courses in high schools to provide evidence annually demonstrating compliance with the policy guidelines. The policy is available online at: <http://www.dhe.mo.gov/policies/dual-credit.php>. The CBHE is mandated to share this information with the Department of Elementary and Secondary Education and other interested constituents. Every three years the Committee on Transfer and Articulation (COTA) is required to review these annual reports. The last review of dual credit programs and practice was completed in 2008 and resulted in minor revisions to the CBHE Dual Credit Policy.

Representatives from COTA and MDHE staff have created a survey to collect the data necessary to complete the review. The official survey will be available online. A secure link that is unique to your institution will be sent out shortly. Please note that, per CBHE policy, your institution's chief academic officer must submit this official, online version. To assist you and your staff in completing the survey, it is also attached as a Word document.

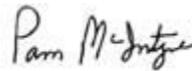
While maintaining the quality of dual credit programs is of the utmost concern, the survey can also help identify problems with the policy itself. As such, please be sure to report on the status of your programs' compliance with this policy fully and accurately. MDHE staff will analyze the completed surveys and report the results to COTA, which will recommend to the CBHE any policy changes or other actions necessary to maintain high-quality dual credit programs in Missouri.

For questions or comments, please contact Heather MacCleoud by phone at 573-751-1790 or by email at heather.maccleoud@dhe.mo.gov. We greatly appreciate your help in ensuring Missouri's dual credit programs remain of high quality.

Regards,



David Russell, Ph.D.
Commissioner
Missouri Department of Higher Education



Pam McIntyre
Chair
Committee on Transfer and Articulation

Appendix D: Dual Credit Survey

* = *required question*

Basic Information

1 [1] What institution do you represent? *

Please write your answer here:

2 [2] Please provide your name, title, and contact information. *

Please write your answer here:

3 [3] Please provide a list of all dual credit courses offered by your institution. Please either insert the list below, or provide the web address where this information may be found. *

Please write your answer here:

4 [4] What is the total number of students enrolled in your program (unduplicated headcount) for AY 2010-2011? *

Please write your answer here:

5 [5] What is the total number of student credit-hours earned through your dual credit program for AY 2010-2011? *

Please write your answer here:

Student Eligibility

6 [1] Do all of your students meet the minimum 3.0 overall GPA requirement? *

Please choose **only one** of the following:

- Yes
- No

7 [1.1] If not, please explain when and how exceptions are made.

Only answer this question if the following conditions are met:

° Answer was 'No' at question '6 [1]' (Do all of your students meet the minimum 3.0 overall GPA requirement?)

Please write your answer here:

8 [2] Does your institution require admission tests or other competency assessments for individual dual credit courses? *

Please choose **only one** of the following:

- Yes
- No

9 [3] Does your institution provide secondary schools with information regarding the rights and responsibilities of admitted and enrolled college/university students? *

Please choose **only one** of the following:

- Yes
- No

10 [3.1] Please provide a copy or the web address where this information may be found. Please insert the web address below or send a copy to Heather MacCleoud, Research Associate at heather.maccleoud@dhe.mo.gov or to her attention at:

**Missouri Department of Higher Education
P.O. Box 1469
Jefferson City, MO 65102-1469**

Only answer this question if the following conditions are met:

° Answer was 'Yes' at question '9 [3]' (Does your institution provide secondary schools with information regarding the rights and responsibilities of admitted and enrolled college/university students?)

Please write your answer here:

Program Structure and Administration

11 [1] Under what area is your institution's dual credit program administered? *

Please choose all that apply and provide a comment:

- Academic Affairs
- Student Affairs
- Admissions and Enrollment Management
- Other

12 [2] Please provide a copy of the institution's organizational chart as it pertains to the administration of the dual credit program. Please insert the web address where it may be found in the comment section below or send a copy to Heather MacCleoud, Research Associate at heather.maccleoud@dhe.mo.gov or to her attention at:

**Missouri Department of Higher Education
P.O. Box 1469
Jefferson City, MO 65102-1469 ***

Please write your answer here:

13 [3] Do each of your high school instructors have an assigned liaison from the appropriate academic unit of the college? *

Please choose **only one** of the following:

- Yes
- No

14 [3.1] If not, please provide an explanation.

Only answer this question if the following conditions are met:

◦ Answer was 'No' at question '13 [3]' (Do each of your high school instructors have an assigned liaison from the appropriate academic unit of the college?)

Please write your answer here:

15 [3.2] If so, please check the following items that are approved/monitored by the assigned liaison:

Only answer this question if the following conditions are met:

◦ Answer was 'Yes' at question '13 [3]' (Do each of your high school instructors have an assigned liaison from the appropriate academic unit of the college?)

Please choose all that apply and provide a comment:

- Instructor Approval
- Syllabus
- Textbook(s)
- Teaching Methodology
- Student Assessment Strategies
- Instructor Evaluation
- On-Site Supervision
- Other (please explain)

16 [4] Does your institution have established cut-off dates for registration? *

Please choose **only one** of the following:

- Yes
- No

17 [4.1] If not, please explain your registration process and include a link to any applicable policies.

Only answer this question if the following conditions are met:

◦ Answer was 'No' at question '16 [4]' (Does your institution have established cut-off dates for registration?)

Please write your answer here:

18 [5] Do all of your dual credit students have access to "student and academic support similar to that accorded students on the college campus, including access to library resources of similar scope and magnitude as those available to students enrolled in courses with the same titles on the college campus?" *

Please choose **only one** of the following:

- Yes
- No

19 [5.1] Please provide a link to the policies or other information available on your website that describe the access that dual credit students have to resources on your campus.

Only answer this question if the following conditions are met:

◦ Answer was 'Yes' at question '18 [5]' (Do all of your dual credit students have access to "student and academic support similar to that accorded students on the college campus, including

access to library resources of similar scope and magnitude as those available to students enrolled in courses with the same titles on the college campus?")
Please write your answer here:

Faculty Qualifications and Support

20 [1] Are dual credit instructors in the programs provided by your institution approved by the respective college/university academic departments and meet the department requirements for on-campus instructors? *

Please choose **only one** of the following:

- Yes
- No

21 [1.1] Please describe the criteria and processes for appointing, approving or denying dual credit instructors. This may be provided either via the web address where this information may be found or by sending documents to the MDHE. Please either insert the web address(es) below or send a copy to Heather MacCleoud, Research Associate at heather.maccleoud@dhe.mo.gov or to her attention at:

Missouri Department of Higher Education

P.O. Box 1469

Jefferson City, MO 65102-1469 *

Please write your answer here:

22 [2] How many dual credit instructors does your program have across all courses (unduplicated headcount)? *

Please write your answer here:

23 [2.1] What percentage of your dual credit instructors meet the criteria stated in the CBHE Dual Credit Policy: "High school instructors teaching general education courses shall have a master's degree that includes substantial study (a minimum of 18 semester hours) appropriate to the academic field in which they are teaching." *

Please choose all that apply and provide a comment:

- Less than 75%
- 76%-85%
- 86%-89%
- 90%-95%
- 96%-100%

24 [2.2] You noted that less than 90% of your dual credit instructors meet the criteria stated in the CBHE Dual Credit Policy. Please provide an explanation that includes the difficulties encountered in fulfilling these criteria.

Only answer this question if the following conditions are met:

° Answer was 'Less than 75%' or '76%-85%' or '86%-89%' at question '23 [2.1]' (What percentage of your dual credit instructors meet the criteria stated in the CBHE Dual Credit

Policy: "High school instructors teaching general education courses shall have a master's degree that includes substantial study (a minimum of 18 semester hours) appropriate to the academic field in which they are teaching.")

Please write your answer here:

25 [3] Does your institution provide dual credit instructors with discipline-specific training and orientation? *

Please choose all that apply and provide a comment:

- Yes
- No
- Only for some courses/instructors

26 [3.1] What does this training include?

Only answer this question if the following conditions are met:

° Answer was 'Yes' at question '25 [3]' (Does your institution provide dual credit instructors with discipline-specific training and orientation?)

Please choose all that apply and provide a comment:

- Course Curriculum
- Assessment Criteria
- Pedagogy
- Course Philosophy
- Administrative Responsibilities and Procedures
- Other (please explain)

27 [3.2] If not, please provide an explanation.

Only answer this question if the following conditions are met:

° Answer was 'No' at question '25 [3]' (Does your institution provide dual credit instructors with discipline-specific training and orientation?)

Please write your answer here:

28 [3.3] Please provide 1) the types of training offered to instructors (please list applicable courses) and 2) an explanation for those instructors that do not receive such training.

Only answer this question if the following conditions are met:

° Answer was 'Only for some courses/instructors' at question '25 [3]' (Does your institution provide dual credit instructors with discipline-specific training and orientation?)

Please write your answer here:

29 [3.4] Please describe your institution's annual professional development for dual credit instructors and include links to relevant information that is available online. *

Please write your answer here:

30 [4] Does your institution's dual credit program provide ongoing collegial interaction/peer mentoring to address course content, best practices for assessment and evaluation and current/updated research in the field? *

Please choose **only one** of the following:

- Yes

No

31 [4.1] If not, please provide an explanation.

Only answer this question if the following conditions are met:

° Answer was 'No' at question '30 [4]' (Does your institution's dual credit program provide ongoing collegial interaction/peer mentoring to address course content, best practices for assessment and evaluation and current/updated research in the field?)

Please write your answer here:

32 [4.2] If so, please provide examples of these interactions that include format, delivery methods and frequency.

Only answer this question if the following conditions are met:

° Answer was 'Yes' at question '30 [4]' (Does your institution's dual credit program provide ongoing collegial interaction/peer mentoring to address course content, best practices for assessment and evaluation and current/updated research in the field?)

Please write your answer here:

33 [5] Does your institution offer remuneration to the high school teacher, school, or district? *

Please choose **only one** of the following:

- Yes
- No

34 [6] How does your institution offer remuneration to the high school teacher, school, and/or district?

Only answer this question if the following conditions are met:

° Answer was 'Yes' at question '33 [5]' (Does your institution offer remuneration to the high school teacher, school, or district?)

Please choose all that apply and provide a comment:

- Direct Pay per Course
- Direct Pay per Student
- Scholarships
- Fee Waivers
- Other Tuition Concessions
- Other (please provide a description)

Assessment of Student Performance

35 [1] Does your institution ensure that dual credit students are held to the same standards and methods of assessment as those expected of students in on-campus sections of a course?*

- Yes
- No

36 [1.1] If so, please provide a detailed description of the processes and implementation used to assure assessment standards. Please include links to applicable policies on the institution's website.

Only answer this question if the following conditions are met:

° Answer was 'Yes' at question '35 [1]' (Does your institution ensure that dual credit students are held to the same standards and methods of assessment as those expected of students in on-campus sections of a course?)

Please write your answer here:

37 [1.2] If not, please provide an explanation.

Only answer this question if the following conditions are met:

° Answer was 'No' at question '35 [1]' (Does your institution ensure that dual credit students are held to the same standards and methods of assessment as those expected of students in on-campus sections of a course?)

Please write your answer here:

Transferability of Credit

38 [1] Is the dual credit program at your institution accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP)? *

Please choose **only one** of the following:

- Yes
- No

39 [1.1] If not, is your institution working toward accreditation through NACEP?

Only answer this question if the following conditions are met:

° Answer was 'No' at question '38 [1]' (Is your institution accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP)?)

Please choose **only one** of the following:

- Yes
- No

40 [1.1.1] If not, please provide an explanation.

Only answer this question if the following conditions are met:

° Answer was 'No' at question '39 [1.1]' (If not, is your institution working toward accreditation through NACEP?)

Please write your answer here:

41 [2] Are course credits earned by dual credit students recorded on an official transcript from your institution? *

Please choose **only one** of the following:

- Yes
- No

42 [2.1] If so, please provide evidence in the form of a letter from the registrar. This may be emailed to Heather MacCleoud, Research Associate at heather.maccleoud@dhe.mo.gov or mailed to her attention at:

**Missouri Department of Higher Education
P.O. Box 1469
Jefferson City, MO 65102-1469**

Only answer this question if the following conditions are met:

° Answer was 'Yes' at question '41 [2]' (Are course credits earned by dual credit students recorded on an official transcript from your institution?)

Please write your answer here:

43 [2.2] If not, please provide an explanation.

Only answer this question if the following conditions are met:

° Answer was 'No' at question '41 [2]' (Are course credits earned by dual credit students recorded on an official transcript from your institution?)

Please write your answer here:

Evidence of Policy Compliance

44 [1] Please send a copy of all applicable dual credit policies and procedures at your institution or provide the web addresses where these documents may be found. Please send to Heather MacCleoud, Research Associate at heather.maccleoud@dhe.mo.gov or send a hard copy to her attention at:

**Missouri Department of Higher Education
P.O. Box 1469
Jefferson City, MO 65102-1469 ***

Please write your answer here:

Miscellaneous

45 [1] Please list any major challenges your dual credit program has encountered in maintaining the guidelines set forth in the CBHE policy (e.g. replacing credentialed teachers who retire, leave the district, move into administration, or encounter illness/accidents; maintaining course content/rigor when teachers change or when high schools change the high school curriculum; providing annual faculty development, etc.). *

Please write your answer here:

46 [2] In the space provided below, please share any additional information that you feel is relevant to your program and/or any comments or clarifications that you would like to provide. In addition, please feel free to send comments/questions to Heather MacCleoud, Research Associate at heather.maccleoud@dhe.mo.gov or to her attention at:

Missouri Department of Higher Education
P.O. Box 1469
Jefferson City, MO 65102-1469.
Please write your answer here:

Submit your survey.
Thank you for completing this survey.

DRAFT

AGENDA ITEM SUMMARY

AGENDA ITEM

Coordinating Board for Higher Education
Governor's Strategic Initiatives: Collaboration and Cooperation
December 8, 2011

DESCRIPTION

As part of his strategic initiative for higher education, Governor Nixon requested that the MDHE prepare an inventory of existing cooperative and collaborative academic programs offered by the public institutions of higher education in Missouri. This item provides a summary of the final report on collaborative academic programs in Missouri.

Summary

At the first Higher Education Summit, Missouri Governor Jay Nixon identified four goals in his higher education agenda, one of which was for Missouri institutions of higher education to develop new collaborative programs to make the most efficient use of state resources. The governor asked for an inventory of existing cooperative and collaborative academic programs offered by all public state institutions, which the Missouri Department of Higher Education has compiled.

The MDHE asked each public institution to submit an inventory of its collaborative academic programs. MDHE staff reviewed the submissions and collated them into broad field areas, such as education, health care, STEM fields, technology, study abroad, business and industrial arts, in order to get a better sense of the scope and type of collaborations. As collaboration can take many forms, this task was difficult and highly subjective.

Table 1 lists areas in which at least three collaborative efforts were identified statewide. The table should be used with care; however, as there is a great deal of overlap and a program may be counted in more than one area. Additionally, the nature of the data does not easily lend itself to listing numerical values for every collaborative program the institutions identified.

Collaborative Academic Programs					
Type	Number of Collaborations	Number of Missouri Institutions	Non-government Organizations	Out-of-State Institutions	Out-of-Country Institutions
Business	4	4	0	0	0
Education	22	24	0	0	0
Engineering	13	8	1	0	1
Health Professions	137	19	32	3	2
Industrial Arts	7	3	2	0	0
Law	3	2	17	6	1
Library Resources	12	4	150	1	0
Math & Sciences	13	10	4	15	3
Miscellaneous	23	n/a	0	0	0
Social Work	9	12	2	0	0
Study Abroad	9		0	0	0
Technology	4	4	0	0	1
Great Plains IDEA	16	1	0	7	0
Facility Sharing	4	4	1	0	0

Coordinating Board for Higher Education
December 8, 2011

Faculty Sharing	8	16	0	0	0
MACE	6	12	0	0	0
Missouri Learning Commons	1	13	0	0	0

Summary and conclusion

Missouri has an extensive inventory of collaborative academic programs. The public institutions of higher education have developed partnerships within their own education sectors, as well as those that cross sectors, including independent colleges and universities, local and regional health centers, military installations, business and industry and institutions from out-of-state and abroad. These programs meet a range of statewide objectives. A few of the many benefits to collaboration include: allowing students access to courses that they may not have been offered previously; releasing institutional resources for use in other need areas; reallocating existing faculty and strengthening the student’s foundation and increasing success in the major. As a best practice, this process should result in higher persistence to second year and beyond, thereby increasing completion rates and moving Missouri closer to attaining “The Big Goal.”

The context for compiling this inventory was the challenging economic climate in the state, in which the demand for higher education has increased while state support has decreased. However, the MDHE had neither the staff resources nor an appropriate methodology for assessing the cost effectiveness of the collaborative academic programs identified by the institutions.

Nonetheless, the MDHE believes that these collaborative programs are effective in increasing student learning and reducing costs. We recommend that officials from all institutions review this report to identify programs that might be replicated effectively elsewhere or expanded to include more partners and as a template to follow for modeling collaborative efforts, including details on administration.

We also encourage the institutions to take greater advantage of the joint technology purchasing options that are available to Missouri institutions as members of the Midwestern Higher Education Compact.

STATUTORY REFERENCE

- Section 173.005(7) CBHE statutory responsibility to collect the necessary information and develop comparable data for all institutions of higher education in the state
- Section 173.020(4) RSMo, CBHE statutory responsibility for designing a coordinated plan for higher education in the state...
- Section 173.030(2) RSMo, CBHE statutory responsibility for recommending to governing boards of any institutions in the state the development, consolidation, or elimination of programs, degree offerings, physical facilities or policy changes where that action is deemed ... in the best interests of the institution... and or the general requirements of the state.

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education acknowledge receipt of the Collaborative Academic Programs Report to the Governor.

It is further recommended that the Coordinating Board for Higher Education encourage the presidents and chancellors to continue to seek collaborative opportunities for improving student learning and making efficient use of state resources, and direct the commissioner of higher education to assist in this effort where appropriate.

ATTACHMENT

Cooperation and Collaboration Report – Tab C

AGENDA ITEM SUMMARY

AGENDA ITEM

Coordinating Board for Higher Education
Legislative Proposal for the 2012 Session
December 8, 2011

DESCRIPTION

MDHE staff has proposed to make the proprietary certification program self sufficient by changing fees to defray cost of administrating the program for potential board endorsement for the 2012 legislative session.

Proprietary Certification Program Fees

Over the past two legislative sessions the MDHE has pursued statutory changes to proprietary school certification standards and certain fees in the proprietary school certification program. While some significant progress was made in the legislative process in these bills, none were passed.

For the 2012 session a new proposal has been developed that does not address the most controversial feature of the previous efforts, the strengthening of the certification standards themselves. This proposal also goes beyond simply authorizing late fees associated with the certification program to propose a more comprehensive restructuring of the program fees. More specifically, the proposal:

- 1) Increases the base per-student rate from \$0.001 per one dollar of net tuition and fees income to \$0.0013;
- 2) Increases the maximum fee to \$5,000 from \$2,500 and the minimum fee to \$500 from \$250;
- 3) Allows the board to increase the fees by the increase in the CPI via the administrative rule process;
- 4) Allows the board to establish additional fees it finds necessary to cover the costs of the program with the advice of the Proprietary School Advisory Committee;
- 5) Establishes a separate state fund for the receipt of the fee income to make the funding of the program more transparent;
- 6) Makes a technical correction to an intersectional reference regarding private institutions; and
- 7) Clarifies the potential penalties for unlawful practices with regard to proprietary schools.

This proposal has the informal support of the Proprietary School Advisory Committee and other relevant institutions. If a bill is actually introduced affirmative statements of support will be solicited.

MDHE staff believes that this proposal, if passed, would strengthen the certification program by stabilizing the funding through a decoupling of the fees collected from the state general revenue fund, allowing a more flexible funding structure to respond to changes in the certification demands, and providing a more transparent funding pathway between the schools and the program.

Coordinating Board for Higher Education
December 8, 2011

STATUTORY REFERENCE

Sections 173.608 and 173.618, RSMo, Proprietary school certification

RECOMMENDED ACTION

It is recommended that the Coordinating Board direct MDHE staff regarding pursuit of any legislative initiatives for the 2012 legislative session.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Coordinating Board for Higher Education
Proprietary School Certification Actions and Reviews
December 8, 2011

DESCRIPTION

All program actions that have occurred since the September 8, 2011, Coordinating Board meeting are reported in this item. In addition, the report includes information concerning anticipated actions on applications to establish new postsecondary education institutions, exemptions from the department's certification requirements and school closures.

STATUTORY REFERENCE

Sections 173.600 through 173.618, RSMo, Regulation of Proprietary Schools.

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

Proprietary School Certification Program Actions and Reviews

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

Certificates of Approval Issued (Authorization for Instructional Delivery)

Canine Specialty Training
Independence, Missouri

This for-profit institution offers a certificate in dog obedience training. The objectives of the school are for graduates to be proficient dog trainers and instructors in a vocation that will benefit them financially. This school is not accredited.

Everest College
Kansas City, Missouri

This for-profit, corporately owned institution offers non-degree programs in several allied health fields. The college is owned by Corinthian Colleges, Inc., which was founded in 1995 and now operates schools across the country. This school is accredited by the Accrediting Council for Independent Colleges and Schools.

Focuspath Professional Training
St. Charles, Missouri

This sole proprietor for-profit school offers certificate programs to prepare students for project management professional certification through the Project Management Institute. This school is not accredited.

Route 66 & CDL Apprenticeship, Inc.
Strafford, Missouri

This for-profit school offers a certificate program leading to a Commercial Driver's License. The mission of the school is to provide the transportation industry with drivers who have the knowledge, skills and training to confidently enter the industry and excel as professional drivers. This school is not accredited.

Summit Dental Assisting Academy
Lee's Summit, Missouri

This private, for-profit institution offers a certificate in dental assisting. The mission of the institution is to prepare graduates to obtain a position as a hygiene assistant or a chairside assistant in a general dental or specialty office. This school is not accredited.

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

Anthem College
Phoenix, AZ

This for-profit, corporately owned school will recruit Missouri students for online associate and bachelor's degree programs in the fields of business, accounting, criminal justice, medical billing and coding, paralegal and healthcare management. The college's mission is to "provide high-quality post-secondary career education and training to our students and well-prepared graduates to our employers." This school is accredited by the Accrediting Council for Independent Colleges and Schools.

Exemptions Granted

Bible University
Fordland, Missouri

This non-profit, religious institution is operated by the Bible University, a non-denominational Christian organization. The institution was exempted as a not for profit school owned, controlled and operated by a bona fide religious or denominational organization which offers no programs or degrees and grants no degrees or certificates other than those specifically designated as theological, bible, divinity or other religious designation. This school is unaccredited.

Applications Pending Approval (Authorization for Instructional Delivery)

Strayer University
St. Louis and Kansas City, Missouri

This for-profit, corporately-owned institution proposes to establish locations in both St. Louis and Kansas City in order to offer non-degree and associate, bachelor's and master's degree programs in accounting, business and information systems; criminal justice, economics, health services administration, human resource management and public administration. The mission of the school is to make high quality, post-secondary education accessible to adults of diverse backgrounds and enable them to succeed in their careers and communities. This school is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools.

Applications Pending Approval (Authorization Only to Recruit Students)

Strayer University
Washington, D.C.

In addition to the establishment of instructional sites in the state, Strayer is seeking approval to recruit students from Missouri for enrollment in its online instructional programs delivered from their campus in Washington, DC. The range of programs to be offered matches those proposed for the on-ground locations in the state. The online school is also accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools.

School Closures

Malone University
Kansas City, Missouri

This accredited, non-profit school based in Ohio voluntarily ceased operations at its Kansas City, Missouri instructional site due to low enrollment. 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 is considered complete.

Massage Therapy Institute of Missouri
Columbia, Missouri

This unaccredited, for-profit school voluntarily ceased operations for unknown reasons. 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 is considered complete.

MVC Computer & Business School
Hazelwood, Missouri

This unaccredited, for-profit school voluntarily ceased operations for unknown reasons. 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 is considered complete.

Lapse of Certification

The certificates of approval held by the following schools were placed in a lapsed status on June 30, 2011, due to failure to comply with recertification deadlines. Department staff will attempt to identify any students who were unable to complete their programs of instruction and to verify the appropriate storage of all student related records, as required by Missouri statutes.

Brunswick School of Auctioneering
Salisbury, Missouri

Nutrition Institute of America
Independence, Missouri

The Ding King Training Institute
Springfield, Missouri

AGENDA ITEM SUMMARY

AGENDA ITEM

Coordinating Board for Higher Education
Appointments to the Proprietary School Advisory Committee
December 8, 2011

DESCRIPTION

At the end of this calendar year, three vacancies will occur on the Proprietary School Advisory Committee. The retiring members are Mr. Marilyn Knight, High-Tech Institute, Ms. Cynthia Musterman, Stevens Institute of Business and Arts, and Mr. Shane Smeed, DeVry University. In addition, Ms. Carrie Stamper of the Missouri Taxidermy Institute recently resigned from the committee and a replacement to complete her unexpired term must be designated.

The Commissioner has appointed Mr. Larry Cartmill, Heritage College – Kansas City, Tunya Carr, National American University – Lee's Summit and Ms. Victoria Queen, Victory Trade School – Springfield. These appointments are for a term of three years, beginning on January 1, 2012, and expiring on December 31, 2014. He has appointed Ms. Jaymi Evans, Bryan College – Columbia to complete the term of Ms. Stamper.

These individuals have been selected through processes and criteria consistent with the board's June 7, 2001, policy to ensure diverse representation in appointments to committees.

STATUTORY REFERENCE

Section 173.614, RSMo, Regulation of Proprietary Schools

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

- Attachment A: Background Information—Appointments to the Proprietary School Advisory Committee
- Attachment B: January 1, 2012 Membership Roster—CBHE Proprietary School Advisory Committee

Background Information Appointments to the Proprietary School Advisory Committee

The Proprietary School Advisory Committee (PSAC) is a statutorily established committee consisting of seven members serving three-year terms (Section 173.614, RSMo). The statute defines the general eligibility requirements as individual proprietors, general partners of a partnership, or managerial employees of proprietary schools. The statute also charges the committee with the following responsibilities.

- Advise the board in the administration of the proprietary school certification program
- Make recommendations with respect to the rules and regulations establishing minimum standards of operation
- Advise the board with respect to grievances and complaints

At the end of this calendar year, three regular vacancies will occur on the PSAC. The Commissioner has appointed Ms. Tunya Carr, National American University – Lee’s Summit, Mr. Larry Cartmill, Heritage College – Kansas City, and Ms. Victoria Queen, Victory Trade School – Springfield to fill these vacancies. These appointments are for a term of three years, beginning on January 1, 2012, and expiring on December 31, 2014. In addition, the commissioner has appointed Ms. Jaymi Evans, Bryan College – Columbia to complete the term of Ms. Carrie Stamper, who recently resigned from the committee.

Ms. Carr is the Senior Campus Executive Officer of the Lee’s Summit campus of National American University. National American University is a Higher Learning Commission accredited four-year institution providing career-related education for non-traditional students. In addition to having broad administrative experience in postsecondary education, Ms. Carr is active in the education community through membership on the boards of the Missouri and Kansas Private Career Colleges and Schools, the Kansas City Collegiate Admissions Professionals, and the Association of Private Sector Colleges and Universities. Ms. Carr holds a Master of Science degree from Kansas State University and an undergraduate degree from the University of Memphis. She is pursuing a doctorate in Education Administration at Northcentral University.

Mr. Larry Cartmill is the director of the Kansas City campus of Heritage College. Heritage College is an associate degree level institution offering programs in allied health. The institution is accredited by the Accrediting Commission for Career Schools and Colleges. Mr. Cartmill has been involved in private career education for more than 20 years and has a range of expertise in admissions, financial aid, and campus leadership. Mr. Cartmill is also active in the Missouri Association of Private Career Colleges and Schools. Mr. Cartmill received his Bachelor of Science in Education from Emporia State University and his Master of Divinity from Asbury Seminary.

Ms. Queen is the founder and president of the Victory Trade School in Springfield, Missouri. The Victory Trade School is a project of the Springfield Victory Mission and delivers non-degree programs in culinary arts and life skills. While the school is not accredited by a recognized higher education accrediting agency, it is accredited by the North Central Association

Commission on Accreditation and School Improvement as a non-degree postsecondary school. Ms. Queen has experience in faculty and administrative positions at both private and public higher education institutions. Ms. Queen received a Bachelor of Science in Business Management from Lyons College (Arkansas), a Master of Business Administration from Arkansas State University, and is currently pursuing a doctor in Higher Education Administration from Saint Louis University.

Ms. Evans is the Executive Director of the Columbia campus of Bryan College. Bryan College is an associate degree level institution headquartered in Springfield, Missouri that offers programs in the areas of allied health, business, criminal justice, and computer technology. The college is accredited by the Accrediting Council for Independence Colleges and Schools. Ms. Evans has been involved in private career education for six years. She received an Associate of Arts from North Central Missouri College and a Bachelor of Science in Recreation Administration from Missouri Western State University.

PROPRIETARY SCHOOL ADVISORY COMMITTEE

**Membership Roster
January 1, 2012**

Ms. Pamela Bell
President
Vatterott Education Centers, Inc.
8580 Evans Avenue
Berkeley, MO 63134 (314) 264-1000
(Term expires 12/31/2012)

Ms. Tunya Carr
Senior Campus Executive Officer
National American University
401 NW Murray Road
Lee's Summit, MO 64801 (816) 600-3902
(Term expires 12/31/2014)

Mr. Larry Cartmill
Campus Director
Heritage College
1200 East 104th Street, Suite 300
Kansas City, MO 64131 (816) 942-5475
(Term expires 12/31/2014)

Ms. Jaymi Evans
Campus Director
Bryan College
3215 LaMone Industrial Boulevard
Columbia, MO 65201 (573) 862-5700
(Term expires 12/31/2013)

Ms. Jeannine Lake
Campus Director
University of Phoenix
901 East 104th Street, Suite 200
Kansas City, MO 64131 (816) 943-9400
(Term expires 12/31/2012)

Mr. Gary Myers
President
Everest College
1740 West 92nd Street
Kansas City, MO 64114 (816) 838-6421
(Term expires 12/31/2013)

Ms. Victoria Queen
President
Victory Trade School
1715 North Boonville
Springfield, MO 65803 (417) 864-2221
(Term expires 12/31/2014)

AGENDA ITEM SUMMARY

AGENDA ITEM

Coordinating Board for Higher Education
State Student Financial Aid Committee
December 8, 2011

DESCRIPTION

In June 2006, the Coordinating Board converted its temporary State Aid Program Task Force to the standing State Student Financial Aid Committee. In December 2007, a membership structure and appointment terms were established. The intent of this board item is to notify the board of recent appointments to the committee by the Commissioner of Higher Education.

All members of the committee are appointed by the Commissioner of Higher Education. Regular appointments are for two-year terms and appointments to fill vacant positions are for the remainder of the unexpired term. Appointments to the committee are based on recommendations from the related affinity group, when such a group exists, with other appointments based on input from other organizations and agencies as appropriate.

At the end of this calendar year, thirteen terms expire for existing members. The appointments to fill those terms, which will extend from January 1, 2012 through December 31, 2013, are as follows. An asterisk (*) indicates the reappointment of an existing member. In addition, due to the recent departure of one current committee member and the retirement of another, appointments to complete the remainder of those vacant terms (through December of 2012) were also needed.

Council on Public Higher Education (COPHE)

Regina Blackshear, Director of Financial Aid*
Harris-Stowe State University
Vicki Mattocks, Director of Financial Aid
Missouri State University
Nicolas Prewitt, Interim Director of Financial Aid
University of Missouri - Columbia

Missouri Community College Association (MCCA)

Kathy Brockgreitens, Registrar & Director of Financial Assistance & Admissions*
St. Charles Community College
Khaneetah Cunningham, Manager, Student Financial Aid*
St. Louis Community College –Florissant Valley
Dena Norris, Director of Financial Aid
Metropolitan Community Colleges

Independent Colleges and Universities of Missouri (ICUM)

Brad Gamble, Director of Financial Assistance*
Southwest Baptist University
Rebecca Ruff, Financial Aid Officer*

Coordinating Board for Higher Education
December 8, 2011

Lindenwood University
Cari Wickliffe, Director of Student Financial Services*
Saint Louis University

Missouri Association of Private Career Colleges and Schools (MAPCCS)

Jennifer Mathis, Campus Dean
DeVry University

Linn State Technical College

Becky Whithaus, Financial Aid Director*

Professional/Technical Schools

Jerry Cox, Financial Aid Administrator*
Pike/Lincoln Technical Center

Missouri Senate Staff

Trevor Foley, Budget Analyst, Senate Appropriations*

Missouri House of Representatives Staff

Mike Price, Budget Analyst, House Appropriations*

Missouri Department of Higher Education (MDHE)

Leroy Wade, Assistant Commissioner*
Financial Assistance, Outreach, and Proprietary Certification

A listing of the committee membership effective January 1, 2012 is attached.

STATUTORY REFERENCE

Section 160.545, RSMo, A+ Scholarship Program
Section 161.415, RSMo, Minority Teaching Scholarship
Section 173.234, RSMo, War Veterans Survivor Grant Program
Section 173.235, RSMo, Vietnam Veteran's Survivor Grant Program
Section 173.240, RSMo, Minority and Underrepresented Environmental Literacy Program
Section 173.250, RSMo, Higher Education Academic Scholarship Program
Section 173.254, RSMo, Kids' Chance Scholarship Program
Section 173.260, RSMo, Public Service Officer or Employee's Child Survivor Grant Program
Section 173.262, RSMo, Marguerite Ross Barnett Memorial Scholarship Program
Section 173.1101, RSMo, Access Missouri Financial Assistance Program

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

State Student Financial Aid Committee Membership Roster – January 1, 2012

**STATE STUDENT FINANCIAL AID COMMITTEE MEMBERS AND LENGTH OF
TERMS**

Effective January 1, 2012

Council on Public Higher Education (COPHE)

Regina Blackshear, Director of Financial Aid

Harris-Stowe State University (term expires December 31, 2013)

Nicholas Prewitt, Interim Financial Aid Director

University of Missouri-Columbia (term expires December 31, 2012)

Alfred Robinson, Director of Student Financial Aid

Lincoln University (term expires December 31, 2012)

Vicki Mattocks, Director of Financial Aid

Missouri State University (term expires December 31, 2013)

Missouri Community College Association (MCCA)

Kathy Brockgreitens, Registrar & Director of Financial Assistance & Admissions

St. Charles Community College (term expires December 31, 2013)

Dena Norris, Director of Student Financial Aid

Metropolitan Community College (term expires December 31, 2012)

Khaneetah Cunningham, Manager, Student Financial Aid

St. Louis Community College-Florissant Valley (term expires December 31, 2013)

Amy Hager, Director of Financial Aid

Moberly Area Community College (term expires December 31, 2012)

Independent Colleges and Universities of Missouri (ICUM) Members

Brad Gamble, Director of Financial Assistance

Southwest Baptist University (term expires December 31, 2013)

Rebecca Ruff, Financial Aid Officer

Lindenwood University (term expires December 31, 2013)

Laurie Wallace, Director of Financial Services

Missouri Baptist University (term expires December 31, 2012)

Cari Wickliffe, Director of Student Financial Services

Saint Louis University (term expires December 31, 2013)

Rose Windmiller, Assistant Vice Chancellor for Government and Community Relations

Washington University (term expires December 31, 2012)

Non-ICUM Members

Charles "Buddy" Mayfield, Director of Financial Aid

Missouri Valley College (term expires December 31, 2012)

Missouri Association of Private Career Colleges and Schools (MAPCCS)

Jennifer Mathis, Campus Dean

DeVry University (term expires December 31, 2013)

Linn State Technical College

Becky Whithaus, Financial Aid Director (term expires December 31, 2013)

Coordinating Board for Higher Education
December 8, 2011

Professional/Technical Schools

Jerry Cox, Financial Aid Administrator

Pike/Lincoln Technical Center (term expires December 31, 2013)

Private Professional/Technical Institutions

Jason Crowe, Chief Financial Aid Officer

Barnes-Jewish College of Nursing (term expires December 31, 2012)

Office of the Governor

Mike Nietzel, Policy Advisor for Education and Workforce Development (term expires

December 31, 2012)

Missouri Senate Staff

Trevor Foley, Budget Analyst, Senate Appropriations (term expires December 31, 2013)

Missouri House of Representatives Staff

Mike Price, Budget Analyst, House Appropriations (term expires December 31, 2013)

Missouri Higher Education Loan Authority (MOHELA)

Mary Stewart, Director of Operations, MOHELA (term expires December 31, 2012)

Missouri Department of Higher Education (MDHE)

Leroy Wade, Assistant Commissioner, Financial Assistance, Outreach, and Proprietary Certification (term expires December 31, 2013)

MDHE Support Staff

Kelli Reed, Student Assistance Associate

Amy Haller, Program Specialist

AGENDA ITEM SUMMARY

AGENDA ITEM

Coordinating Board for Higher Education
State Authorization for Distance Education Update
December 8, 2011

DESCRIPTION

Out-of-state institutions wishing to provide educational offerings in the state of Missouri must first obtain authorization from the state. Increased access to online education has expanded significantly the number of out-of-state institutions seeking state authorization in Missouri. New rules adopted by the U.S. Department of Education have given renewed urgency to this requirement. This item provides an update on out-of-state institutions seeking authorization from the Missouri Department of Higher Education.

Summary

State authorization for non-Missouri institutions is approved by the MDHE. The Academic Affairs unit authorizes out-of-state public institutions, while the Financial Aid, Outreach, and Proprietary Certification unit authorizes out-of-state independent and proprietary institutions.

Out-of-State Public Institutions

Missouri statutes require that out-of-state public institutions be evaluated in the same manner as Missouri public institutions. For distance education, the MDHE requires out-of-state public institutions to affirm in writing that they are accredited by a recognized regional accrediting agency and that they will abide by the CBHE Principles of Good Practice for Distance Learning and Web-Based Courses (Attachment A). The table below summarizes MDHE authorization of non-Missouri public institutions of higher education as of November 15, 2011:

Out-of-State Public Institutions		
Total number of inquiries	Approval letters sent	Awaiting affirmation from institution
120	91	29

The MDHE does not have the statutory authority to collect a fee for providing state authorization for out-of-state public institutions, despite the significant demands on staff time to provide institutions with approval for state authorization. Many states do charge fees, however, and, in some cases, they are exceedingly high.

Out-of-State Independent and Proprietary Institutions.

Non-Missouri, non-public institutions wishing to deliver instruction in Missouri must seek approval to operate through the proprietary school certification program. The concept of physical presence, which is defined in the rules and regulations that govern this program, is used to establish the jurisdiction of the program. For most distance education providers, approval is not required because their methods of delivery do not establish such a presence. However, the state authorization requirements established by the U.S. Department of Education mandate that

institutions offering distance education possess documentation that they are operating legally in states where their students reside. This requirement has resulted in the submission of a few applications for certification. In most instances, a physical presence is not established and the department is providing the institution with formal notice that the institution is not subject to the oversight requirements. That notice also contains a recommendation that the institution comply with the Principles of Good Practice for Distance Learning adopted by the Coordinating Board in 2000.

Out-of-State Independent and Proprietary Institutions			
Total number of inquiries	Not subject to MDHE oversight	Awaiting Information from Institution	Applications Received
199	155	41	3

With regard to fees, Missouri statutes provide for the collection of a certification fee from institutions that are certified to operate under the proprietary school certification program. However, because most of distance education providers do not cross the threshold for certification to operate, no fees are collected for the vast majority of the activities in this area.

STATUTORY REFERENCE

173.005.11.b—Department of higher education created--agencies, divisions, transferred to department--coordinating board, appointment qualifications, terms, compensation, duties, advisory committee, members.

Section 173.600 through 173.618, RSMo, Regulation of Proprietary Schools

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

Attachment A: Statement on Missouri’s Requirements for Out-of-State Public Institutions to Legally Offer Postsecondary Distance Education or Correspondence Education in the State.

STATEMENT ON MISSOURI'S REQUIREMENTS FOR OUT-OF-STATE PUBLIC
INSTITUTIONS TO LEGALLY OFFER POSTSECONDARY DISTANCE
EDUCATION OR CORRESPONDENCE EDUCATION IN THE STATE

The U.S. Department of Education has released new regulations for institutions offering distance education outside the boundaries of their own state. § 600.9 **State authorization** requires the following:

(c) 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 of State's approval upon request.

The Missouri Department of Higher Education requires out-of-state public institutions offering postsecondary education to students in Missouri to affirm, in writing, that the institution is accredited by a regional accrediting body, and that the institution will adhere to the MDHE Principles of Good Practice for Distance Learning and Web-Based Courses. ([Policy for the Review of Academic Program Proposals](#))

Out-of-state public institutions wishing to offer distance education in Missouri in compliance with the U.S. Department of Education guidelines should submit a letter to the MDHE (at the address listed below) affirming their compliance with both regional accrediting standards and the MDHE Principles of Good Practice for Distance Learning and Web-Based Courses.

Missouri Department of Higher Education
Attention: Distance Education Certification
205 Jefferson Street
P.O. Box 1469
Jefferson City, MO 65102

Please note this statement is applicable only to out-of-state public institutions. All other institutions should refer to [Proprietary School Certification](#) for information on offering distance education within the state.

AGENDA ITEM SUMMARY

AGENDA ITEM

Coordinating Board for Higher Education
College Readiness Partnership (CRP)
December 8, 2011

DESCRIPTION

Three national education leadership associations—the American Association of State Colleges and Universities, the Council of Chief State School Officers, and the State Higher Education Executive Officers—have formed the College Readiness Partnership to promote broad implementation of new Common Core State Standards in Mathematics and English Language Arts. Missouri was one of seven states selected to work directly with the CRP in moving the initiative forward. This item provides an overview of the CRP and an update on its work in Missouri.

Summary

The CRP is a joint creation of SHEEO, CCSSO and AASCU and supported financially by the Lumina Foundation for Education and the Hewlett Foundation. Missouri Commissioner of Education Chris Nicastro and Lincoln University President Carolyn Mahoney served on the Steering Committee that recommended establishment of the CRP.

Missouri is one of only seven states (Massachusetts, Tennessee, Oregon, Wisconsin, Kentucky and Maine) selected to work directly with the CRP. Missouri's state leadership team includes the following individuals:

Terry Adams	Superintendent	Wentzville R-IV School District
Kenneth Dobbins	President	Southeast Missouri State University
Ann Harris	Interim Vice President of Academic Affairs and Provost	Lincoln University
Sharon Hoge	Assistant Commissioner for College and Career Readiness	Department of Elementary and Secondary Education
Paul Long	Vice Chancellor for Academic and Student Affairs	Metropolitan Community College
Carolyn Mahoney	President	Lincoln University
Rusty Monhollon	Assistant Commissioner for Academic Affairs	Missouri Department of Higher Education
Chris Nicastro	Commissioner	Department of Elementary and Secondary Education
David R. Russell	Commissioner of Higher Education	Missouri Department of Higher Education
Paul Yoder	Chair, Department of Education	Truman State University

The CRP'S purpose is to promote the broad implementation of Common Core State Standards in mathematics and English Language Arts by achieving three primary objectives:

- Identifying how the Common Core State Standards should be implemented in each participating state in order to actually improve college and career readiness for all students;
- Defining how leaders and faculty across K-12 and higher education need to work together to improve both teaching and learning in ways essential to achieving the goal of college and career readiness; and
- Identifying specific steps that higher education and states must take together in order to make effective implementation a reality. This includes making college and career readiness expectations more transparent to teachers, students and parents, to align curricula, to assess student performance more effectively and to improve teacher preparation and professional development.

This partnership brings together state, local and institution leaders at the higher education and K-12 levels to achieve the active cooperation and open collaboration necessary for the successful implementation of the CCSS. While local and state based, the impact of this work will be national in scope because of the existing membership bases of the three partner associations.

The work of the CRP is organized into two phases. Phase I began in Memphis in early November with the convening of all seven state-level leadership teams to identify critical issues, resources and effective practices that will promote understanding, buy-in and commitment of the higher education and K-12 communities to achieving the goals of the CCSS in Mathematics and ELA. The focus of the meeting was on how states can leverage and coordinate this initiative with existing efforts in the state. As products of these state-level conversations, the CRP will produce a compilation of effective practices and state models to support states in planning for implementation, along with a policy and process roadmap to guide states in implementation.

An important objective of Phase I is to lay the groundwork for Phase II, which with additional funding will work with a larger group of states to support and facilitate comprehensive and systemic implementation of CCSS using the roadmap and effective practices and models developed in Phase I.

Plan for Implementation of CCSS in Missouri

While in Memphis, the Missouri team began formulating a plan for moving the implementation of the CCSS forward in the state. In broad terms, the plan has five parts:

1. Formalize the structure and objectives of the state CRP team through workgroups and subcommittees
2. Develop a communication plan, both for internal and external constituents
3. Develop a model curriculum in both mathematics and English/Language Arts for use in teacher preparation programs
4. Find meaningful ways to engage the SMARTER Balance assessment consortium in developing assessment tools to validate and expand the usefulness of the CCSS

The College Readiness Partnership holds great promise as an instrument to improve the quality of education in Missouri. The CRP will be seeking the support, expertise and advice of K-12 teachers, college faculty and other constituencies to move Missouri's effort forward.

STATUTORY REFERENCE

n/a

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Coordinating Board for Higher Education
MDHE Grant Projects
December 8, 2011

DESCRIPTION

This item provides an update on grants funded by the federal government and other organizations in which the Missouri Department of Higher Education and colleges and universities are participating.

Broadband Technology Opportunity Program

The *Pathways to Broadband Access and Technology Education at Missouri's Community Colleges* project is a partnership between the MDHE and six community colleges to develop public computer centers that facilitate access to broadband technology for vulnerable populations. MDHE staff provides fiscal and programmatic oversight for the following community college partners: Jefferson College, Metropolitan Community College, Mineral Area College, Moberly Area Community College, St. Louis Community College and Three Rivers Community College. The primary goal of this project is to prepare participants, particularly vulnerable populations, to become competent users of broadband technology, giving them the basis to learn new skills for personal enrichment and/or career enhancement.

Since the beginning of 2011, the 23 PCCs now open have provided nearly 2,500 hours of training to more than 1,000 people in nearly 40 free digital literacy courses.

- Total Number of Participants Trained in Digital Literacy: 1,098
- Total Number of Training Hours: 2,449
- Total Number of Courses Offered: 36
- Average Number of Users Per Week: 4,789

Over the past year, MDHE staff has attended institution PCC grand openings, performed site visits with five institutions and toured 19 PCCs. Many of the institutions are still planning grand openings, but have had “soft openings” with great success. St. Louis Community College and Metropolitan Community College celebrated the grand opening of their PCCs with a visit from Governor Jay Nixon.

The *Pathways to Broadband Access and Technology Education at Missouri's Community Colleges* project is making a significant contribution in the expansion of broadband technology throughout Missouri. Increased access to broadband technology and training in digital literacy is vital to helping vulnerable populations obtain the skills needed to compete in the twenty-first century economy.

Project Win-Win

Project Win-Win is an effort led by the Institute for Higher Education Policy and the Lumina Foundation for Education, working with both community colleges and four-year institutions in

Coordinating Board for Higher Education
December 8, 2011

Missouri and other select states, to find formerly enrolled college students whose academic records qualify them to be awarded an associate's degree retroactively.

Participating institutions will spend significant time on auditing student records for degree eligibility and locating the potential degree completers. For each school, this is a two-year, multi-part process involving a detailed examination of institutional data that includes identifying students, matching student records with state system records and other available data, conducting degree audits to determine student eligibility, determining any administrative barriers to degree award for those who are eligible and contacting potential degree earners to help them finish their degrees.

In Missouri, Metropolitan Community College, St. Louis Community College, Columbia College and DeVry University are participating in the project. Each institution receives a small grant to support its efforts. The MDHE administers the grant, is the liaison between the institutions and IHEP and provides technical and other assistance.

Representatives of all four participating institutions met with Cliff Adelman, project director from IHEP, on the campus of Columbia College in September to discuss their progress. Each institution reported challenges specific to their institution, such as turnover in key personnel and degree requirements, but also noted progress.

St. Louis Community College is currently reviewing 1,545 "potentials," students who are within nine credits of meeting the requirements for an associate's degree. St. Louis Community College is also engaged in the Achieving the Dream project. Both projects have asked the college to consider its processes, policies and degree requirements. The institution has been examining data for both projects and trying to understand the reasons why students are not completing degrees. To date, SLCC is in the process of identifying specific policy and procedure changes as well as degree requirement changes. The college is considering the formation of a policy taskforce related to these projects to operate during the coming year to ensure that it is expeditiously and appropriately addressing policy and procedure issues that emerge from this work.

Metropolitan Community College identified 3,168 students in its initial sort. Additionally, MCC has taken the initiative to begin removing transfers and degree-completers from their first sort by sending files to the MDHE to check against the state database of student records. Win-Win has garnered significant interest among MCC administrators and some faculty, and gained increasing support from both groups over the past year. Because MCC has accepted the challenge of increasing student success percentages in degree completion and transfer rates, Win-Win represents an attractive potential for increasing the number of graduates over the next two to three years. It represents a strong supplement to MCC's new mandatory orientation program for first year students and the recently developed reverse transfer procedure.

DeVry University has identified 1,897 individuals and is sorting those by degree programs. It has thus far completed its review of the Networking degree program, for which it identified 18 students that have completed, or are near to completing, the requirements for the degree.

Columbia College began its work in September 2011. It identified 3,625 “potentials” in its first-sort universe. The college is exploring partnerships with local community colleges so that Columbia’s transfer students can complete an associate degree. Columbia believes this “buy-in” from its partners is crucial and will result in a win for the student and a win for the two-year partners.

The national college completion agenda, of which Win-Win is but one piece, is of interest to everyone because of the heightened attention to degree completion. The focus on student success has greatly increased the knowledge of faculty and staff across the district and has generated interest in projects that demonstrate student success.

AHELO

The United States is one of several nations, and Missouri is one of three states (Connecticut and Pennsylvania) participating in the Assessment of Higher Education Learning Outcomes feasibility study, sponsored by the Organisation for Economic Co-operation and Development, funded by the U.S. Department of Education, and administered by the State Higher Education Executive Officers. The goal of the project is to assess the general and applied baccalaureate-level learning outcomes of approximately 200 students from each institution.

Missouri State University, Truman State University, Missouri Valley College and Webster University are the participating institutions in Missouri. The MDHE is the fiscal agent and will help facilitate the efforts of the four institutions.

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 six or seven other nations. The AHELO assessment is an adapted and translated version of the Collegiate Learning Assessment, an instrument developed by the U.S.-based Council for Aid to Education, which is already used on many American campuses. Close technical analysis of the resulting data and careful examination of the processes and contextual variables will inform future decisions by the OECD Education Secretariat, its 34 member nations and the international research community with respect to the scientific and practical feasibility of a full-scale AHELO assessment program similar to the cross-national assessment programs already in place, such as PISA at the compulsory 12th-grade level. Institutions will receive data and analysis of their students’ performance levels relative to other institutions, and the three U.S. states as well as all participating nations will gain valuable assessment experience and access to relevant data and analysis.

The grant was announced in October. The Missouri team will begin its work in December.

MHEC Regional Tuning Grant

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. Tuning is a process whereby faculty

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members create shared understandings of subject-specific knowledge and transferable skills that students in specific academic disciplines and professional fields must demonstrate upon completion of a degree program. In the longer term, the process is expected to make clear to all stakeholders what degree holders know, understand and are able to do. By focusing on outcomes, diverse methods and delivery models are encouraged. By creating clear pathways to degree completion, Tuning facilitates retention, especially among students from underserved groups. By making pathways explicit, students have a better chance of achieving their educational objectives. For all students, Tuning establishes the relevance of higher education programs to workforce demands.

MHEC representatives met with MDHE staff and representatives from the two-year, four-year and independent sectors in September to discuss the projection and solicit Missouri’s involvement. MDHE worked with the institutions to identify faculty to participate in the 15-member teams—one in marketing and one in psychology—that will undertake the work. Missouri’s faculty participating are listed below:

MARKETING	
Name	Institution
Raj Arora Ph.D. Victor E. and Caroline E. Schutte Professor of Marketing and Chair, Department of Organizational Leadership and Marketing	University of Missouri- Kansas City
Dr. Debra (Debi) Cartwright Professor of Business Administration	Truman State University
Lance Renner Dean of Academic and Student Affairs	Ozarks Technical College
Cindy Rossi Professor of Business Management	Jefferson College
Joann Wayman Professor of Business Administration	Columbia College
PSYCHOLOGY	
Name	Institution
Leah K. Gensheimer Ph.D. Associate Professor of Psychology and Undergraduate Program Director	University of Missouri- Kansas City
David Kreiner Professor of Psychology	University of Central Missouri
Linda Caldwell Chair of the Department of Teacher Education/Psychology	Ozarks Technical College
Amy Kausler Professor of Psychology	Jefferson College
Marcia Pasqualini Chair and Professor of Psychology	Avila University

The two disciplines were chosen based on volume of graduates, diversity in career paths and varied channels of application for developed knowledge and skills. Business and its related sub-disciplines (including marketing) comprised over one-fifth of the bachelor's degrees awarded in 2007-08 and 16 percent of associate's degrees. During that same period, nearly 10 percent of earned bachelor's graduates were in psychology. Students pursue credentials in these fields at the two-year, four-year and graduate levels of education.

The faculty teams met for a joint training event in Indianapolis in November 2011. The initiative will then proceed with monthly meetings of the disciplinary teams during the first half of 2012. Teams will break for the summer while project staff and consultants engage in survey work and related research to map subject areas to employment, graduate school and other post-baccalaureate paths. Teams will reconvene for a Year 2 launch in September 2012, followed by monthly meetings through April 2013. A final, conference style meeting will be held in May 2013, that will conclude the formal work of the teams and allow for presentations of both process and outcomes to a broader audience of interested parties. The remainder of the grant period (through August 2013) will be devoted to evaluation and reporting

STATUTORY REFERENCE

Section 173.050 RSMo Powers of the Coordinating Board

RECOMMENDED ACTION

This is an information item only.

ATTACHMENTS

None.

AGENDA ITEM SUMMARY

AGENDA ITEM

Coordinating Board for Higher Education
Fall 2011 Enrollment: A Preliminary Report
December 8, 2011

DESCRIPTION

The intent of this item is to present information pertinent to the evaluation of enrollment in Missouri's public colleges and universities as well as present a picture of enrollment at Missouri's independent institutions. Any figures for fall 2011, should be considered preliminary as additional corrections to the underlying data are anticipated.

Attachment A includes enrollment figures delineated by sector and institution. The chart also includes figures for full-time equivalent enrollment and enrollment based on headcount. Full-time equivalent enrollment is based on 15 hours for undergraduate students, 12 hours for graduate students, and varies by institution for professional students. Headcount enrollment counts the number of unique students enrolled at each institution.

Summary of Findings

- As of fall 2011, Missouri's public sector of postsecondary education enrolled over 260,000 students, representing a full-time equivalent enrollment of nearly 189,000.
- Headcount enrollment for the public sector increased by about 5,000 students or 2 percent from fall 2010 to fall 2011, and FTE enrollment increased by about 2,200 or a little over 1 percent.
- Public four-year institutions' headcount enrollment increased by about 2,500 students or a little less than 2 percent from fall 2010 to fall 2011, and FTE enrollment increased by nearly 2,000 students or a little less than 2 percent.
- Headcount enrollment for public two-year colleges increased by about 2,400 students or just over 2 percent from fall 2010 to fall 2011, and FTE enrollment increased by nearly 300 students or a little less than 0.5 percent.
- As of fall 2011, Missouri's independent sector of postsecondary education enrolled over 135,000 students, representing a full-time equivalent enrollment of nearly 105,000.
- Headcount enrollment for the independent sector increased by about 250 students or about 0.2 percent from fall 2010 to fall 2011, and FTE enrollment decreased by about 630 students or 0.6 percent.

STATUTORY REFERENCE

N/A

RECOMMENDED ACTION

This is an information item only

ATTACHMENT(S)

Attachment A: Fall 2011 Enrollment Tables

Coordinating Board for Higher Education
December 8, 2011

Fall 2011 Enrollment Report for
the Missouri Coordinating Board for Higher Education
Comprehensive Public Independent Institutions

	All FTE				All Headcount				
	2010	2011	Change (N)	Change (%)	2010	2011	Change (N)	Change (%)	
Public Two-Year	Crowder College	3,309	3,407	98	2.97%	5,228	5,408	180	3.44%
	East Central College	2,919	2,686	-233	-7.99%	4,471	4,127	-344	-7.69%
	Jefferson College	4,290	4,077	-213	-4.97%	6,192	6,007	-185	-2.99%
	Linn State Technical College	1,133	1,161	28	2.46%	1,176	1,168	-8	-0.68%
	MCC - Blue River	2,245	2,178	-67	-2.97%	3,531	3,480	-51	-1.44%
	MCC - Business and Technology	498	492	-6	-1.22%	820	848	28	3.41%
	MCC - Longview	4,053	3,791	-262	-6.47%	6,428	6,192	-236	-3.67%
	MCC - Maple Woods	3,288	3,196	-92	-2.81%	5,371	5,325	-46	-0.86%
	MCC - Penn Valley	2,895	3,125	231	7.97%	4,945	5,402	457	9.24%
	Mineral Area College	2,848	2,901	52	1.83%	3,958	4,035	77	1.95%
	Missouri State University-WP	1,551	1,463	-88	-5.66%	2,219	2,129	-90	-4.06%
	Moberly Area Community College	3,725	3,819	94	2.52%	5,440	5,659	219	4.03%
	North Central Missouri College	1,229	1,204	-25	-2.06%	1,832	1,802	-30	-1.64%
	Ozarks Technical Community College	9,241	10,028	787	8.52%	13,901	15,177	1,276	9.18%
	St. Charles Community College	5,391	5,458	67	1.24%	8,202	8,174	-28	-0.34%
	St. Louis CC - Florissant Valley	4,646	4,517	-130	-2.79%	7,438	7,440	2	0.03%
	St. Louis CC - Forest Park	5,286	5,362	76	1.44%	8,717	8,823	106	1.22%
	St. Louis CC - Meramec	7,465	7,320	-144	-1.93%	11,438	11,353	-85	-0.74%
	St. Louis CC - Wildwood	982	1,003	21	2.17%	1,530	1,614	84	5.49%
	State Fair Community College	3,320	3,165	-155	-4.67%	4,819	5,028	209	4.34%
Three Rivers Community College	2,694	2,950	256	9.49%	3,730	4,234	504	13.51%	
Sector Subtotal	73,008	73,302	294	0.40%	111,386	113,425	2,419	2.17%	
Public Four-Year	Harris Stowe State University	1,352	1,263	-89	-6.61%	1,716	1,584	-132	-7.69%
	Lincoln University	2,471	2,498	27	1.10%	3,349	3,388	39	1.16%
	Missouri Southern State University	4,618	4,375	-243	-5.26%	5,802	5,591	-211	-3.64%
	Missouri State University	16,440	16,295	-145	-0.88%	20,411	20,274	-137	-0.67%
	Missouri University of Science & Te	6,159	6,383	225	3.65%	7,205	7,520	315	4.37%
	Missouri Western State University	4,783	4,830	47	0.98%	6,099	6,259	160	2.62%
	Northwest Missouri State University	5,921	5,930	9	0.16%	7,138	7,222	84	1.18%
	Southeast Missouri State University	8,888	9,235	347	3.90%	11,067	11,456	389	3.51%
	Truman State University	5,677	5,671	-6	-0.11%	6,032	6,098	66	1.09%
	University of Central Missouri	9,049	9,279	230	2.54%	11,345	11,637	292	2.57%
	University of Missouri-Columbia	27,830	29,055	1,224	4.40%	32,341	33,762	1,421	4.39%
	University of Missouri-Kansas City	11,042	11,316	274	2.48%	15,259	15,473	214	1.40%
	University of Missouri-St. Louis	10,226	10,274	48	0.47%	16,791	16,809	18	0.11%
Sector Subtotal	114,456	116,404	1,947	1.70%	144,555	147,073	2,518	1.74%	
Indp Two-Year	Cottey College	307	323	16	4.88%	328	344	16	5.21%
	Wentworth Military Academy	429	480	51	11.89%	909	890	-19	-2.09%
	Sector Subtotal	736	803	67	9.10%	1,237	1,234	-3	-0.24%

Fall 2011 Enrollment Report for
the Missouri Coordinating Board for Higher Education
Comprehensive Public Independent Institutions

	All FTE				All Headcount				
	2010	2011	Change (N)	Change (%)	2010	2011	Change (N)	Change (%)	
Independent Four-Year	Avila University	1,418	1,390	-58	-3.09%	1,876	1,818	-28	-1.97%
	Central Methodist University - CGES	1,738	1,876	138	7.92%	3,480	4,011	531	15.26%
	Central Methodist University - CLAS	1,167	1,144	-23	-1.97%	1,176	1,172	-4	-0.34%
	College of the Ozarks	1,380	1,388	8	0.58%	1,621	1,517	-104	-6.42%
	Columbia College	11,268	11,980	1129	6.64%	17,008	18,137	712	6.32%
	Culver-Stockton College	759	732	-19	-2.46%	771	752	-27	-3.56%
	Drury University	4,174	3,981	-249	-4.47%	5,573	5,324	-193	-4.62%
	Evangel university	1,836	1,957	96	4.63%	2,072	2,168	121	6.59%
	Fontbonne University	1,911	1,730	-239	-9.44%	2,532	2,293	-181	-9.47%
	Hannibal-LaGrange University	956	947	-64	-5.37%	1,191	1,127	-9	-0.94%
	Lindenwood University	9,790	9,818	-203	-1.79%	11,345	11,142	28	0.29%
	Maryville University	2,730	2,873	170	4.62%	3,676	3,846	143	5.24%
	Missouri Baptist University	2,863	2,950	87	3.04%	4,949	5,186	237	4.79%
	Missouri Valley College	1,654	1,576	-78	-4.72%	1,793	1,766	-27	-1.51%
	Park University	4,636	4,550	-263	-2.19%	12,022	11,759	-86	-1.86%
	Rockhurst University	2,265	2,202	-94	-3.25%	2,895	2,801	-63	-2.78%
	Saint Louis University	13,384	12,902	150	0.85%	17,709	17,859	-482	-3.60%
	Southwest Baptist University	2,894	2,925	-39	-1.07%	3,653	3,614	31	1.07%
	Stephens College	954	851	-93	-8.27%	1,125	1,032	-103	-10.80%
	Washington University	12,636	12,694	58	0.46%	13,820	13,908	88	0.64%
	Webster University	11,381	10,990	-441	-2.28%	19,342	18,901	-391	-3.44%
Westminster College (MO)	1,162	1,094	-49	-4.26%	1,151	1,102	-68	-5.85%	
William Jewell College	1,033	1,033	0	0.00%	1,060	1,060	0	0.00%	
William Woods University	1,692	1,549	-210	-9.28%	2,264	2,054	-143	-8.45%	
Sector Subtotal	104,699	104,003	-696	-0.67%	134,104	134,349	245	0.18%	
State Total	292,920	294,524	1604	0.55%	391,282	396,081	4,799	1.23%	

Source: Public Institutions EMSAS Independent Institutions - DHE-02

Undergraduate FTE = 15 Hours, Graduates FTE = 12 Hours, Professional FTE Varies by Institution

Exclusive auditors are not included

AGENDA ITEM SUMMARY

AGENDA ITEM

Coordinating Board for Higher Education
Governing Board Event
December 8, 2011

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 External Affairs Committee of the CBHE, in conjunction with MDHE staff, proposes to host a conference on April 24, 2012, at the Governor Office Building in Jefferson City, to bring together representatives from local governing boards, state and national experts and elected officials. Objectives of the conference are to provide opportunities to:

- Build relationships with colleagues and experts in the field of higher education
- Learn about the broader perspective of the Missouri higher education system and how individual institutions fit within it
- Develop an understanding of the common challenges faced by all higher education institutions
- Develop a better understanding of how boards contribute to institutional and education systems success

STATUTORY REFERENCE

None

RECOMMENDED ACTION

This is an information item only

ATTACHMENT

Sample conference agenda

Proposed Sample Agenda

Board Perspectives: Understanding Statewide and Local Issues in Higher Education

April 24, 2011

9:00 a.m. – 2:00 p.m.

Governor Office Building

Room 450

Jefferson City, MO

Continental Breakfast -- 8:30 – 9:00

1st Plenary Session (9:00-9:55)

Concurrent Breakout Sessions – (each led by CBHE/MDHE moderator, subject matter expert)
(10:00 – 10:45)

Concurrent Breakout Sessions – (each led by CBHE/MDHE moderator, subject matter expert)
(11:00 – 11:45)

Luncheon (12:00 – 1:00)

2nd Plenary Session (1:00 – 2:00)

Concluding Remarks (2:00 – 2:15)

Adjourn (2:15)

Reception at Governor's Mansion (subject to calendar) **(2:30 – 4:30)**

NOTE: National speakers and topics for breakout sessions will be identified in December 2011

Coordinating Board for Higher Education Members by Congressional District

Missouri's Congressional Districts*

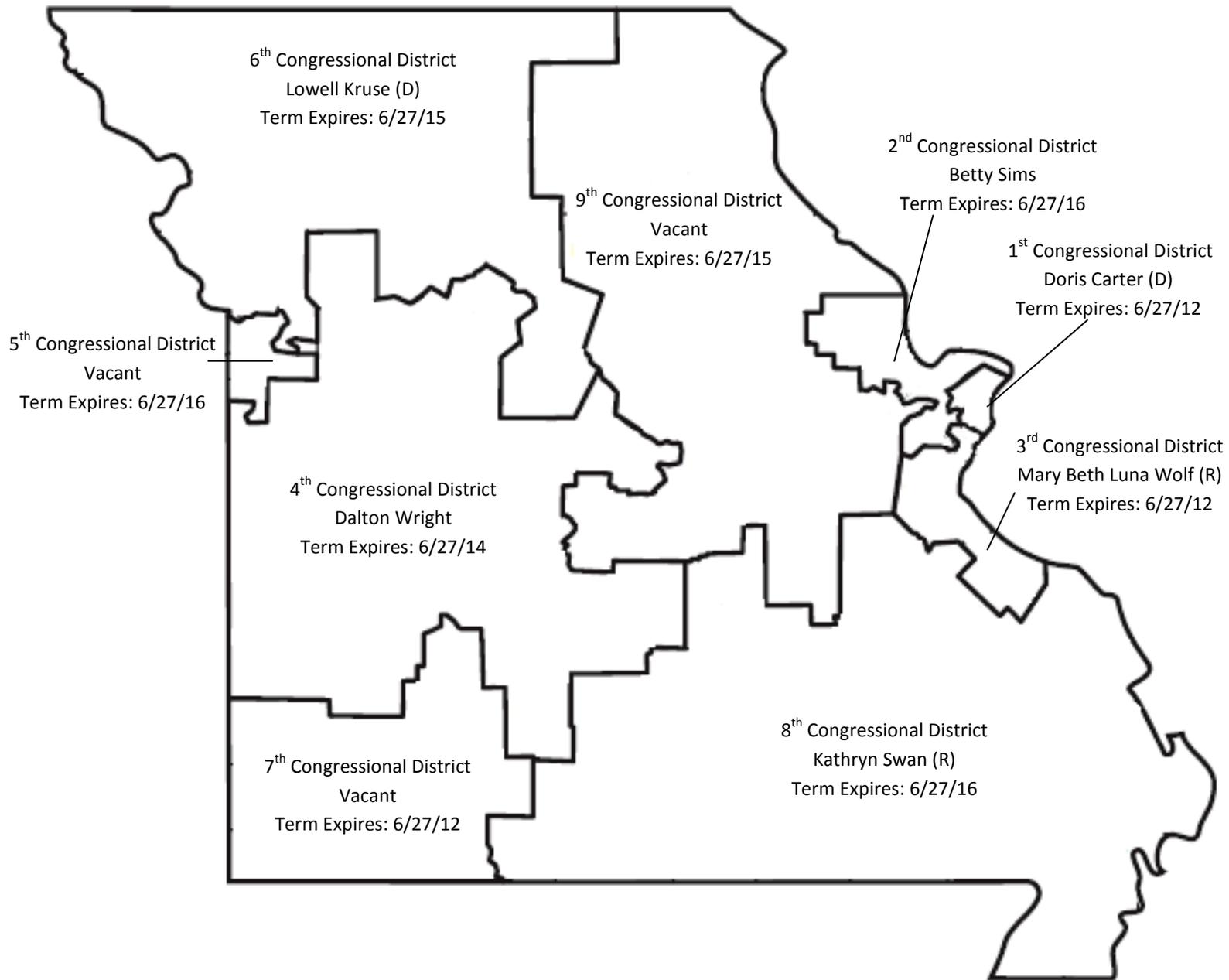
District	Description or boundary	Population
1	Parts of St. Louis County and St. Louis City	587,069
2	Counties of Lincoln, St. Charles (part of), St. Louis County (part of)	706,622
3	Counties of Jefferson, Ste. Genevieve and parts of St. Louis County and St. Louis City	625,251
4	Counties of Barton, Bates, Benton, Camden (part of), Cass (part of), Cedar, Cole, Dade, Dallas, Henry, Hickory, Jackson (part of), Johnson, Laclede, Lafayette, Moniteau, Morgan, Pettis, Polk (part of), Pulaski, Ray, Saline, St. Clair, Vernon and Webster	679,375
5	Cass (part of), Jackson County (part of) and Kansas City (part of)	633,887
6	Counties of Andrew, Atchison, Buchanan, Caldwell, Carroll, Chariton, Clay, Clinton, Cooper, Daviess, DeKalb, Gentry, Grundy, Harrison, Holt, Howard, Jackson (part of), Linn, Livingston, Mercer, Nodaway, Platte, Putnam, Schuyler, Sullivan, Worth and Kansas City (part of)	693,974
7	Counties of Barry, Christian, Greene, Jasper, Lawrence, McDonald, Newton, Polk (part of), Stone and Taney (part of)	721,754
8	Counties of Bollinger, Butler, Cape Girardeau, Carter, Dent, Douglas, Dunklin, Howell, Iron, Madison, Mississippi, New Madrid, Oregon, Ozark, Pemiscot, Perry, Phelps, Reynolds, Ripley, St. Francois, Scott, Shannon, Stoddard, Taney (part of), Texas, Washington, Wayne and Wright	656,894
9	Counties of Adair, Audrain, Boone, Callaway, Camden (part of), Clark, Crawford, Franklin, Gasconade, Knox, Lewis, Macon, Maries, Marion, Miller, Monroe, Montgomery, Osage, Pike, Ralls, Randolph, St. Charles (part of), Scotland, Shelby and Warren	684,101

* Source for the chart

Source: Census 2010 - P.L. 94-171

*Prepared by Missouri Office of Administration-Division of Budget
and Planning 2/28/2011*

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 based)*

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)
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AGENDA ITEM SUMMARY

AGENDA ITEM

Coordinating Board for Higher Education
Proposed 2013 CBHE Meeting Dates and Locations
December 8, 2011

DESCRIPTION

Each December, the CBHE establishes dates and locations for upcoming meetings. At the September 9, 2010 CBHE/PAC meeting the CBHE voted that its 2011 and future meetings would be held in Jefferson City until further notice. The intent of this board item is to review dates for 2012 and to adopt dates for 2013.

2012 Meeting Dates

February 8-9, 2012
April 4-5, 2012
June 6-7, 2012
August 2, 2012
September 5-6, 2012
December 5-6, 2012

Proposed 2013 Meeting Dates

February 6-7, 2013
April 3-4, 2013
June 5-6, 2013
August 8, 2013
September 4-5, 2013
December 4-5, 2013

STATUTORY REFERENCE

Section 173.005.3, RSMo, Coordinating Board for Higher Education

RECOMMENDED ACTION

It is recommended that the Coordinating Board adopt the proposed 2013 meeting dates.

ATTACHMENT(S)

None

Granting Organization	Responsibility	Award Amount
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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	
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Description: State-based course redesign projects:
 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.
 Upcoming Meeting(s): MDHE is not involved in the meetings relating to this at this time

National Council for Accreditation of Teacher Education - State Alliance for Clinically Based Teacher Education (NCATE)	MDHE contact: Rusty Monhollon, Academic Affairs.	Approximately \$1.2 million
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Description: Each year the Missouri Department of Higher Education receives approximately \$1.2 million in federal funds through Title II, Part A, of the No Child Left Behind Act. These funds are to administer a competitive grant program for partnerships between high-need K-12 school districts and higher education institutions to provide professional development for teachers, administrators, paraprofessionals and pre-service teachers in core academic subjects.
 Upcoming Meeting(s):

Complete College America (CCA)	6 person team (Sen. Pearce, Rep. Thompson, Russell, Nietzel, Goodall, Ambrose)	
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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):

Granting Organization	Responsibility	Award Amount
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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)	
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Description: AASCU, CCSSO and SHEEO –partnered to promote broad implementation of new Common Core State Standards in Mathematics and English Language

Upcoming Meeting(s):

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	
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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.

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.

Upcoming Meeting(s):

Granting Organization	Responsibility	Award Amount
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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
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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
 Upcoming Meeting(s):

Win-Win	MDHE contact: Rusty Monhollon, Academic Affairs	\$120,250
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Description: Awarded in 2010 – funded by SHEEO, Lumina
 Find students with some college education but no degree
 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.
 The institutions participating in the Win-Win Project are St. Louis Community College, Metropolitan Community College, Columbia College and DeVry University.
 Upcoming Meeting(s):

Granting Organization	Responsibility	Award Amount
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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. Upcoming Meeting(s):</p>		

Council for Economic Education	MDHE Contact: Leanne Cardwell (Smart About Spending Portfolio)	\$10,000
<p>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</p>		

Granting Organization	Responsibility	Award Amount
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College Goal Sunday (CGS) - YMCA	MDHE Contact - Leanne Cardwell	\$15,000
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Description: College Goal Sunday (CGS) is a nationwide program of the YMCA 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.

Upcoming Meeting(s): FAFSA Frenzy site coordinators meeting November 2 in Jefferson City. FAFSA event February 12, 2012

U.S. Department of Education	SHEEO is administering the grant.	\$680,172 (Missouri’s share is approximately \$134,000)
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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). 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.

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.

Upcoming Meeting(s): TBA

Granting Organization	Responsibility	Award Amount
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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
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Description: 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.

Upcoming Meeting(s): TBA

Individual Teacher Quality Grant (ITQG)	MDHE contact: Heather MacCleoud	\$1,782,422
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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):

Nursing Education Incentive Grant	MDHE contact: Paul Wagner	\$1,000,000
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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.

Upcoming Meeting(s):