

# **Coordinating Board for Higher Education**

## **Agenda of Meeting**

**9:00 a.m.**

**Thursday**

**December 5, 2013**

**University of Missouri - Columbia**

**COORDINATING BOARD FOR HIGHER EDUCATION**

**Dalton Wright**, Chair, Conway

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

**Brian Fogle**, Secretary, Springfield

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

**Carolyn Mahoney**, Jefferson City

**TIME:** 9:00 a.m.  
Thursday, December 5, 2013

**PLACE:** University of Missouri – Columbia  
Room N201 – 202, Memorial Union  
105 Jesse Hall  
Columbia, MO 65211

# Schedule of Events December 4 - 5, 2013

## Wednesday, December 4, 2013

1:30 p.m. – 5:00 p.m.      **CBHE Work Session**  
University of Missouri - Columbia  
Room N206 – WD, Memorial Union  
105 Jesse Hall  
Columbia, MO 65211

## Wednesday, December 4, 2013

9:00 a.m. – 11:30 a.m.      **CBHE / PAC Meeting**  
University of Missouri - Columbia  
Room N201 – 202, Memorial Union  
105 Jesse Hall  
Columbia, MO 65211

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

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

**Representatives by Statute**

**Public Four-Year Universities**

Ms. Constance Gully, Interim President  
Harris-Stowe State University

Dr. Kevin Rome, President  
Lincoln University

Dr. Alan Marble, Interim President  
Missouri Southern State University

Mr. Clif Smart, President  
Missouri State University

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

Dr. Robert Vartabedian, President  
Missouri Western State University

Dr. John Jasinski, President  
Northwest Missouri State University

Dr. Ken Dobbins, President  
Southeast Missouri State University

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

Dr. Charles Ambrose, President  
University of Central Missouri

Mr. Timothy Wolfe, President  
University of Missouri

Dr. Brady Deaton, Chancellor  
University of Missouri-Columbia

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

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

**Public Two-Year Colleges**

Dr. Kent Farnsworth, Interim President  
Crowder College

Dr. Jon Bauer, President  
East Central College

Dr. Raymond Cumiskey, President  
Jefferson College

Mr. Mark James, Chancellor  
Metropolitan Community Colleges

Dr. Steven Kurtz, President  
Mineral Area College

Dr. Jeffrey Lashley, President  
Moberly Area Community College

Dr. Neil Nuttall, President  
North Central Missouri College

Dr. Hal Higdon, Chancellor  
Ozarks Technical Community College

Dr. Ronald Chesbrough, President  
St. Charles Community College

Dr. Donna Dare, Chancellor  
St. Louis Community College

Dr. Joanna Anderson, President  
State Fair Community College

Dr. Devin Stephenson, President  
Three Rivers Community College

**Public Two-year Technical College**

Dr. Donald Claycomb, President  
Linn State Technical College

(PAC Vice-Chair)

**Independent Four-year Colleges and Universities**

Dr. James Evans, President  
Lindenwood University

Dr. Roger Drake, President  
Central Methodist University

Dr. Ron Slepitz, President  
Avila University

Dr. Mark S. Wrighton, Chancellor  
Washington University

Four-year alternate:

Vacant

**Independent Two-year Colleges**

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

Two-year alternate:

Dr. Judy Robinson Rogers, President  
Cotter College

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**Association Chairs**

**COPHE** - Dr. John Jasinski, President, Northwest Missouri State University

**MCCA** – Dr. Raymond Cumiskey, President, Jefferson College

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

COORDINATING BOARD FOR HIGHER EDUCATION

Thursday, December 5, 2013

9:00 a.m. – 11:30 a.m.

Room N201 – 202, Memorial Union

University of Missouri - Columbia

Columbia, MO

**AGENDA**

<b><u>Agenda Item Description</u></b>	<b><u>Tab</u></b>	<b><u>Presenter</u></b>
<b>General Business</b>		
Welcome – Interim Chancellor Stephen Owens, University of Missouri – Columbia		
<b><u>Action</u></b>		
1. Review Consent Agenda		
a. Minutes of the September 5, 2013 CBHE Meeting		
b. Distribution of Community College Funds	A	Leroy Wade
2. Nominating Committee		Lowell Kruse
3. Proposed 2014 Meeting Dates	B	Brian Fogle
4. Energy Loan Projects Review	C	Bill Thornton
<b>Budget and Financial Aid Committee</b>		
<b>Dalton Wright, Chair</b>		
<b><u>Action</u></b>		
1. Approval of the University of Phoenix for National Guard Tuition Assistance	D	Leroy Wade
<b><u>Information</u></b>		
1. Student Loan Program	E	Leanne Cardwell
2. Missouri College Application Week Pilot	F	Leanne Cardwell
3. College Access Challenge Grant	G	Leroy Wade
<b>Academic Affairs and Workforce Needs Committee</b>		
<b>Lowell Kruse, Chair</b>		
<b><u>Action</u></b>		
1. Academic Program Actions	H	Rusty Monhollon
2. Missouri Core Transfer Library	I	Rusty Monhollon
3. Policy on Academic Credit for Military Service	J	Rusty Monhollon
4. Implementation of the Innovation Campus Legislation (SB 381)	K	Leroy Wade
5. Update on State Authorization Reciprocity Agreements (SARA)	L	Leroy Wade
<b><u>Information</u></b>		
1. Proprietary School Certification Actions and Reviews	M	Leroy Wade
2. Appointments to the Proprietary School Advisory Committee	N	Leroy Wade
3. Proprietary School Certification Program Annual Report	O	Leroy Wade
4. Fall 2013 Enrollment: A Preliminary Report	P	Leroy Wade
5. Off-campus Delivery of Academic Programs	Q	Rusty Monhollon
6. COTA reorganization update	R	Rusty Monhollon
7. Review of CBHE Public Policies: Dual Credit	S	Rusty Monhollon
<b>Presidential Advisory Committee</b>		
<b>Troy Paino, Chair</b>		
<b><u>Information</u></b>		
1. 2014 Legislative Preview	T	Leroy Wade
2. Update on Educator Preparation		Rusty Monhollon
3. Assessing Student Learning Outcomes: Multi-State Collaborative	U	Troy Paino

COORDINATING BOARD FOR HIGHER EDUCATION

Thursday, December 5, 2013

9:00 a.m. – 11:30 a.m.

Room N201 – 202, Memorial Union

University of Missouri - Columbia

Columbia, MO

**Audit Committee**

**Betty Sims, Chair**

**External Relations Committee**

**Carolyn Mahoney, Chair**  
**Liz Coleman**

**General Business**

**Information**

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

**Action**

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

**COORDINATING BOARD FOR HIGHER EDUCATION  
MINUTES OF MEETING  
September 5, 2013**

The Coordinating Board for Higher Education met on Thursday, September 5, 2013, at the Harry S. Truman State Office Building, Jefferson City, MO. Chairman Wright called the meeting to order at 1:32 p.m. The presence of a quorum was established with the following in attendance:

	<b>Present</b>	<b>Absent</b>
Brian Fogle	X	
Doug Kennedy	X	
Lowell Kruse	X	
Carolyn Mahoney	X	
Betty Sims	X	
Dalton Wright	X	

**CONSENT AGENDA**

Items on the consent agenda included the Minutes of the June 10, 2013, CBHE Meeting in Jefferson City, MO and the Distribution of Community College Funds. **Carolyn Mahoney made a motion to approve the consent agenda in its entirety. Betty Sims seconded the motion. Motion passed unanimously.**

**REPORT OF THE COMMISSIONER**

Dr. Russell informed the CBHE and University Presidents that Kathy Love, Public Information Officer for Missouri Department of Higher Education, will be retiring at the end of September 2013. He thanked Kathy for all her work and dedication throughout her employment with the department and wished her luck in her future endeavors.

Dr. Russell advised the CBHE and University Presidents that there are three major areas to the Alternative Budget – Increase support for Higher Education Institutions, Student Financial Assistance, and Student Access to Postsecondary Education (including setting up a student portal).

Dr. Russell informed the attendees the College Application Week will be October 21-25, 2013. This is a pilot program consisting of 26 high school campuses to fill out college applications. If successful, Missouri Department of Higher Education will expand to more high schools next year.

**PRESIDENTIAL ADVISORY COMMITTEE**

Troy Paino chaired the Presidential Advisory Committee report.

**College Completion Academy Update**

Missouri Completion Academy will convene next week in St. Louis. Participating schools are: East Central College, Harris Stowe State University, Jefferson College, Lincoln University, Moberly Area

Community College, Metropolitan Community College, Northwest Missouri State University, Southeast Missouri State University and St. Louis Community College.

#### **“Located in Missouri” Update**

The approving of Western Governors University is anticipated this fall. The department is hopeful for definition finality in December.

#### **Residence Status per Military Veterans**

SB106 – All post-secondary institutions have policies by January 1, 2014. Implement in 2014-2015 school year.

SB117 – Residence status for Veterans – would like to have this at the same time as SB106.

#### **BUDGET AND FINANCIAL AID COMMITTEE**

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

#### **FY15 Recommendations for Public Institutions’ Base Operating Appropriations**

Mr. Wade read the following recommended action: **“It is recommended that the Coordinating Board approve the FY15 request for Higher Education Initiatives, totaling \$13,325,000, a new decision item (supplemental and ongoing) for Tax Refund Offsets of \$100,000 and a core institutional appropriation request, totaling \$867,929,306 for submission to the Governor and General Assembly.”**

**Betty Sims made a motion to accept the FY15 requests for Higher Education Initiatives, Tax Refund Offsets and core institutional appropriation presented. Lowell Kruse seconded the motion. Motion passed unanimously.**

#### **FY15 Capital Improvements Recommendations**

Mr. Wade read the following recommended action: **“It is recommended that the Coordinating Board approve the funding of the remaining Lewis and Clark Discovery projects as the top priority for higher education capital projects.”**

**“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 Missouri General Assembly.”**

**Lowell Kruse made a motion to amend the action to read the Coordinating Board direct the Commissioner to review the funding of the remaining Lewis and Clark Discovery projects as the top priority for higher education capital projects. Carolyn Mahoney seconded the motion to amend. Motion passed unanimously.**

**Betty Sims made a motion to approve the amended action as read. Carolyn Mahoney seconded the motion. Motion passed unanimously.**

#### **FY15 Higher Education Capital Fund Recommendations**

Mr. Wade read the following recommended action: **“It is recommended that the Coordinating Board approve the applications from the University of Missouri – Kansas City and the University of Missouri – St. Louis for matching funds from the Higher Education Capital Fund, totaling \$17,400,000, for submission to the Governor and General Assembly.”**

**Brian Fogle made a motion to approve the applications from the University of Missouri – Kansas City and the University of Missouri – St. Louis for matching funds from the Higher Education Capital Fund for submission to the Governor and General Assembly as requested. Lowell Kruse seconded the motion. Motion passed unanimously.**

**FY15 Recommendations for MDHE Operating and Student Financial Assistance Appropriations**  
Mr. Wade read the following recommended action: **“It is recommended that the Coordinating Board approve the FY15 MDHE internal budget and student financial assistance appropriation request, as presented, for submission to the Governor and General Assembly.”**

**Carolyn Mahoney made a motion to approve FY15 MDHE internal budget and student financial assistance appropriation for submission to the Governor and General Assembly as presented. Betty Sims seconded the motion. Motion passed unanimously.**

#### **Alternative Operating Budget Recommendations**

Mr. Wade read the following recommended action: **“It is recommended that the board direct the Commissioner of Higher Education to transmit the additional alternative budget request to the Governor and the General Assembly for the purpose of providing information on the minimal investments necessary to allow Missouri’s system of higher education to maintain affordable quality and opportunity for students.”**

**Brian Fogle made a motion to approve the Commissioner of Higher Education transmit the additional alternative budget request to the Governor and the General Assembly as requested. Betty Sims seconded the motion. Motion passed unanimously.**

#### **Student Loan Program Update**

No items of significance were discussed.

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

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

#### **Academic Program Actions**

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

**Lowell Kruse made a motion to accept the program changes and new program proposals as presented. Brian Fogle seconded the motion. Motion passed unanimously.**

#### **Missouri Reverse Transfer Policy**

Dr. Monhollon read the following recommended action: **“It is recommended that the Coordinating Board for Higher Education approve the Missouri Reverse Transfer Policy (Attachment A) and direct the commissioner of higher education to implement it fully. It is further recommended the board recognize and commend the work of the Policy Workgroup.”**

**Lowell Kruse made a motion to approve the Missouri Reverse Transfer Policy and direct the commissioner of higher education to implement it fully also recognizing and commending the work of the Policy Workgroup. Brian Fogle seconded the motion. Motion passed unanimously.**

### **Missouri Core Transfer Library**

Dr. Monhollon read the following recommended action: **“It is recommended that the Coordinating Board for Higher Education approve the inclusion of Introduction to Sociology, College Algebra, Microeconomics and Macroeconomics in the Missouri Core Transfer Library. It is further recommended that the board commend the registrars from all public higher education institutions for their efforts to establish the Transfer Library.”**

**Carolyn Mahoney made a motion to approve the inclusion of Introduction to Sociology, College Algebra, Microeconomics and Macroeconomics in the Missouri Core Transfer Library. Brian Fogle seconded the motion. Motion passed unanimously.**

### **Principles for Best Practices in Remedial Education**

Dr. Monhollon read the following recommended action: **“It is recommended that the Coordinating Board for Higher Education approve the Principles of Best Practice in Remedial Education, and direct the commissioner of higher education to oversee its timely implementation.”**

**Lowell Kruse made a motion to approve the Principles of Best Practice in Remedial Education, and direct the commissioner of higher education to oversee its timely implementation. Brian Fogle seconded the motion. Motion passed unanimously.**

### **Developmental Education Survey Report**

Dr. Monhollon read the following recommended action: **“It is recommended that the Coordinating Board for Higher Education accept the 2013 Developmental Education 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.”**

**Carolyn Mahoney made a motion to accept the 2013 Developmental Education 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. Brian Fogle seconded the motion. Motion passed unanimously.**

### **Dual Credit Report**

Dr. Monhollon read the following recommended action: **“It is recommended that the Coordinating Board for Higher Education accept the 2012 Dual Credit Survey Summary Report and direct the Commissioner of Higher Education to provide an updated list of dual credit programs that are in compliance with the dual credit policy to the Department of Elementary and Secondary Education and other interested constituents.”**

**Lowell Kruse made a motion to accept the 2012 Dual Credit Survey Summary Report and direct the Commissioner of Higher Education to provide an updated list of dual credit programs that are in compliance with the dual credit policy to the Department of Elementary and Secondary Education and other interested constituents. Carolyn Mahoney seconded the motion. Motion passed unanimously.**

### **Proprietary School Certification Actions and Reviews**

No items of significance were discussed.

### **Higher Education Subcommittee of the Homeland Security Advisory Council Update**

No items of significance were discussed.

**Survey of Off-Campus and External Sites**

No items of significance were discussed.

**English Language Proficiency Report**

No items of significance were discussed.

**EXTERNAL AFFAIRS COMMITTEE**

Dr. Mahoney chaired the External Relations Committee report.

**Survey Results from the Governing Board Forum**

Kathy Love shared the results from the Governing Board Forum Survey as presented in the Board Book. The survey generated a 30 percent response rate. Respondents said the most beneficial aspects of the Forum were “discussing issues with other board members and administrators”. Ninety-three percent of respondents said they would attend a Governing Board Forum in 2014.

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

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Coordinating Board for Higher Education  
Distribution of Community College Funds  
December 5, 2013

### **DESCRIPTION**

State aid payments to community colleges will be made on a monthly basis. All FY 14 state aid appropriations are subject to a three percent governor's reserve. The Truly Agreed To and Finally Passed (TAFP) core state aid appropriations reflect an equity adjustment to the distribution formula as proposed and agreed to by the community college presidents and chancellors. An additional component of state aid for FY 14 includes an additional appropriation of \$3,853,450 that was awarded based on improvement on specified performance measures, commonly known as performance funding.

Expenditure restrictions made by the governor included a four percent reduction to institutions' core appropriations. These expenditure restrictions were released by the governor in September, 2013.

The total TAFP state aid appropriation for community colleges in House Bill 3 for FY 14, including performance funding, is \$133,360,592. With the release of the expenditure restrictions, the amount available to be distributed (TAFP appropriation minus the three percent governor's reserve) is \$129,359,777.

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

State Aid (excluding M&R) – GR portion	\$19,855,443
State Aid – Lottery portion	1,204,822
Performance Funding – GR portion	125,592
Performance Funding – Lottery portion	497,384
Maintenance and Repair	<u>666,643</u>
TOTAL	\$22,349,884

The total distribution of state higher education funds to community colleges during the period July 2013 through October 2013 is \$42,364,984.

### **STATUTORY REFERENCE**

Section 163.191, RSMo

### **RECOMMENDED ACTION**

Assigned to Consent Calendar

### **ATTACHMENT(S)**

None

Coordinating Board for Higher Education  
December 5, 2013

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Coordinating Board for Higher Education  
Proposed 2014 Meeting Dates  
December 5, 2013

### **CBHE 2014 Meeting Dates**

February 5-6, 2014

April 2-3, 2014

June 4-5, 2014

July 30-31, 2014  
(Retreat)

September 3-4, 2014

December 10-11, 2014

### **RECOMMENDED ACTION**

**It is recommended that the Coordinating Board approve the proposed 2014 meeting dates.**

### **ATTACHMENT(S)**

None

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Coordinating Board for Higher Education  
Energy Loan Projects Review and Certification  
December 5, 2013

### **DESCRIPTION**

The Division of Energy with Missouri Department of Economic Development provides loans to schools for Energy Efficiency Improvements. This loan financing may be used for various energy-saving investments, including projects such as upgrading insulation, lighting systems, heating and cooling systems, windows and other items that energy use.

The Missouri Division of Energy is currently reviewing the energy loan applications for Missouri Science & Technology and Missouri Western State University.

Missouri Science & Technology's request is for lighting upgrades to a number of its buildings and the loan requested amount is \$536,812.00. Missouri Western State University's request is for exterior lighting upgrades at parking lots, sidewalk and roadway and the loan requested amount is \$213,367.50.

The CBHE is required to review all proposed public higher education facility projects for loans or financial assistance and certify that the projects are consistent with related state programs for education facilities.

### **STATUTORY REFERENCE**

Section 640.653.6., RSMo

### **RECOMMENDED ACTION**

**It is recommended that the Coordinating Board certify and approve the proposed projects.**

### **ATTACHMENT(S)**

None

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Coordinating Board for Higher Education

Certification for Participation in Missouri Student Financial Assistance Programs

December 5, 2013

### **DESCRIPTION**

The University of Phoenix is seeking participation in the National Guard Member Educational Assistance Grant, also known as the Missouri Tuition Assistance Program, for students attending one of their campuses located within the state. The National Guard administers this student financial assistance program in accordance with Section 173.239, RSMo. Students receiving financial assistance under this section must attend an eligible institution as defined in Section 173.205 or 173.778, RSMo. Section 173.205 referred to the Charles Gallagher Student Financial Assistance program and has since been rescinded and replaced with Section 173.1102. Section 173.778 refers to the Advantage Missouri program.

Staff has determined this institution meets the definition of an eligible institution provided in Section 173.778(2)(a)-(2)(e), RSMo. Section 173.778(2)(f) requires that the institution be approved for participation in the Advantage Missouri program by the Coordinating Board. The University of Phoenix has submitted the application materials required to be considered by the board for approval in the Advantage Missouri program. Staff has also determined this institution meets the statutory requirements to be approved to participate in that program.

The last disbursement of Advantage Missouri funds occurred in FY 2005. In addition, as a proprietary institution, the University of Phoenix does not meet the definition of an eligible institution contained in Section 173.1102, RSMo. Consequently, students in attendance at a Missouri campus of the University of Phoenix will not be eligible to receive assistance through any of the state student financial assistance programs currently administered by the MDHE. Board approval of the University of Phoenix will only affect student participation in the National Guard Member Educational Assistance Grant administered by the National Guard.

### **STATUTORY REFERENCE**

Section 173.239, National Guard Member Educational Assistance Grant

Section 173.778(2)(e)-(2)(f), Advantage Missouri Program definitions

### **RECOMMENDED ACTION**

**It is recommended that the Coordinating Board for Higher Education approve the University of Phoenix to participate in the Advantage Missouri program**

### **ATTACHMENT(S)**

None

Coordinating Board for Higher Education

December 5, 2013

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Coordinating Board for Higher Education  
Student Loan Program Update  
December 5, 2013

### **DESCRIPTION**

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

### **Background**

The Missouri Department of Higher Education has served as a guaranty agency in the Federal Family Education Loan Program since 1979. In July 2010, all new federal student loan originations transitioned from private FFELP lenders to the federal government. As a result, most guarantors have deliberated about whether to continue to service outstanding loan portfolios or transfer residual portfolios to other guarantors.

Until recently, guarantors ceasing operations were permitted to choose their successor from a list of guarantors selected by USDE and could negotiate the terms of the transfer, including continued receipt of a portion of the ongoing revenue earned through the transferred portfolio. In August 2013 USDE announced a change in the portfolio transfer process that eliminates the ability of the transferring agency to choose its successor and significantly reduces the potential revenues from the transferred portfolio.

### **Consultant**

In response to the changing student loan industry, the MDHE retained the services of Student Loan Capital Strategies, a financial advisory firm specializing in strategic and financial advisory services for the student loan sector, to conduct an independent analysis of future options for the guaranty agency. SLCS completed its report in late August 2013.

The consultant's report projects that with restructured outsourcing contracts, the MDHE guaranty can continue to support current operations for at least 10 more years with a projected balance in the guaranty agency operating fund of approximately \$38 million at the end of the 10-year period.

The report initially also recommended the transfer of the guaranty portfolio as another viable option. However, after USDE announced the changes to that process, the report was amended to reflect that a portfolio transfer under the current terms would be significantly less favorable than retaining the portfolio.

## **Conclusion**

Based upon the results of the consultant's report, the MDHE is currently working with the Missouri Office of Administration regarding the restructuring of its contracts. MDHE staff will continue to closely monitor the financial position of the guaranty agency and update the CBHE of any unanticipated changes.

## **RECOMMENDED ACTION**

This is an information item only.

## **ATTACHMENT(S)**

None

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Coordinating Board for Higher Education  
Missouri College Application Week Pilot  
December 5, 2013

### **DESCRIPTION**

The purpose of this agenda item is to present information about the Missouri College Application Week Pilot.

### **Background**

In February 2013, the Coordinating Board directed the MDHE to implement a pilot college application week program in affiliation with the American College Application Campaign, which is coordinated by the American Council on Education. The goal of the pilot was to help low-income, first-generation and other underrepresented students apply to college during the school day with assistance from school personnel and volunteers.

### **Pilot Program**

In order to reach the maximum number of underrepresented students, the MDHE collaborated with the Missouri College Advising Corps, which currently places near-peer college advisers in 26 high schools across Missouri. The MCAC partner schools all have high percentages of first-generation college, low-income and underrepresented students.

The pilot took place during the week of October 21-25, 2013. During that week, participating schools held events designed to foster a college-going culture, build excitement about the program and prepare students for completing applications. Some examples of Missouri College Application Week activities include kick-off assemblies, college tours, campus representative visits, ACT registration and "I Applied" celebrations.

### **Results**

During the week of the pilot, students in the participating high schools submitted 2,107 college applications to 260 postsecondary institutions. Nearly 75 percent of seniors completed at least one application. Based on the success of this pilot, the MDHE plans to expand the program next year. Expansion sites will be strategically selected to continue to serve at-risk populations and to reach areas in Missouri that were not covered by the pilot program. In order to maximize the impact of the 2014 program, the MDHE will continue to partner with college access organizations that have existing high school relationships. In addition, the MDHE plans to reach out to high schools that participate as FAFSA Frenzy event sites.

### **RECOMMENDED ACTION**

This is an information item only.

### **ATTACHMENT(S)**

List of Missouri College Application Week Pilot Sites

# Missouri College Application Week Pilot Sites

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## **Kansas City area:**

- Central High School
- East High School
- North Kansas City High School
- Northeast High School
- Paseo Academy of Fine and Performing Arts Schools
- Raytown High School
- Raytown South High School
- Ruskin Senior High School
- Southwest Early College Campus
- Van Horn High School
- Winnetonka High School

## **South Central Missouri:**

- Potosi High School
- Salem High School
- St. Clair High School
- St. James High School
- Sullivan High School

## **St. Louis area:**

- Bayless High School
- Gateway Institute of Technology
- Hancock High School
- Jennings High School
- McCluer High School
- South-Berkeley High School
- Normandy High School
- Ritenour High School
- Riverview Gardens High School
- Soldan International Studies High School

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Coordinating Board for Higher Education  
College Access Challenge Grant  
December 5, 2013

### **DESCRIPTION**

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

### **Maintenance of Effort Requirements and Waiver Request Denial**

The enabling federal statute includes a requirement that the state must satisfy a maintenance of effort (MOE) requirement relating to financial support of higher education in order to be eligible to receive the grant. Based on the formula contained in the federal statute, the MDHE determined that Missouri did not meet this requirement for FY 2012; however, the statute also provides the authority for the U.S. Secretary of Education to waive the MOE requirement. On May 15, 2013, the MDHE submitted a request for a waiver due to “exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in financial resources of a State.”

During July and August, the staff of the MDHE and the Office of Administration worked with the program staff at the U.S. Department of Education to provide additional information regarding Missouri’s financial situation. On September 23, 2013, the U. S. Department of Education determined that “it would not be equitable to grant a waiver to Missouri as the State did not face an exceptional or uncontrollable circumstance in SFY 2012.” As a result the state will not be receiving funds for Cycle 6 of the CACG, which began on August 14, 2013. It is important to note this denial does not impact funds already awarded to the state for previous grant cycles.

Federal funds have already been allocated by the U.S. Department of Education for one more cycle of the CACG program. Depending on the state’s level of funding for higher education institutions and student aid programs, the state may regain its eligibility for that cycle. If so, the MDHE will submit an application in the summer of 2014 to attempt to receive funding for the final year of the program.

### **Reallocation of Funds**

The department continues to administer ongoing grant activities, which will continue until August of 2014. Due to the return of unused funds by previous sub-grantees, the MDHE was able to award two new sub-grants in September. Those additional grants were made to South

Coordinating Board for Higher Education  
December 5, 2013

Central Career Center in West Plains, MO and Northside Youth and Senior Service Center in St. Louis, MO. These grant proposals were part of the original grant cycle and were selected as part of the standards review process. Because there were funds remaining after these additional grants were awarded, the MDHE also distributed a request for proposals to current Cycle 5 sub-grants that could utilize additional funding to enhance and strengthen current outreach activities already approved by the department. MDHE is currently in the process of reviewing and reallocating those funds to current sub-grantees.

### **Current MDHE Outreach Activities with CACG support**

#### *Financial Literacy and Related Materials*

The CACG continues to provide financial support to assist the MDHE in its efforts to provide students and families with information about financial literacy and postsecondary education opportunities.

#### *FAFSA Frenzy Event, a program of College Goal Sunday*

CACG funds assist with “FAFSA Frenzy”. 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. This volunteer program 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 Missouri Higher Education Loan Authority, Lilly Endowment, Inc., the Lumina Foundation for Education and USA Funds. In 2014, there will be 77 sites across the state that will host 81 FAFSA Frenzy Events.

#### *Planning and Paying for College Workshops*

The MDHE continues to provide “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*

The MDHE also participates in the Missouri Association of Collegiate Admission Counselors college fairs throughout the state. 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.

**Conclusion**

In the last five years, funding from the CACG has played an essential role in helping MDHE, institutions, and non-profit partners assist students and families as they plan for a post-secondary education. The loss of Cycle 6 funding will create a fiscal gap for MDHE and many partners moving forward in the next year. We are committed to working with the many partners we have developed during the life of this program to continue to assist students and families as they plan for a post-secondary education.

**STATUTORY REFERENCE**

Section 173.050 RSMo, Powers of the coordinating board.

**RECOMMENDED ACTION**

This is an information item only.

**ATTACHMENT(S)**

Updated Cycle 5 CACG Award Summary



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Northside Youth and Senior Service Center, Inc. (Awarded \$60,727—St. Louis, MO)**

College Access Challenge Grant funds will assist the “College and Career Exploration Program.” Approximately 450 low income students in the St. Louis Public Schools, particularly, Sumner High School and the Northwest Academy of Law High School will receive college access services. Northside Youth and Senior Service Center staff will provide mentoring and academic support as well as the following outreach activities:

- College prep workshops;
- College tours;
- ACT/SAT test preparation; and
- Guidance in completing scholarships, college applications, and the FAFSA.

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

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

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

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

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

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

**South Central Career Center (Awarded \$20,400—West Plains, MO)**

South Central Career Center’s “Career Readiness Outreach Project” is designed to empower students by making them aware of the many avenues available to them to continue their education in a postsecondary setting. College Access Challenge Grant funds will be used to provide outreach to students and parents through outlets such as the Student Ambassador Program, Placement Assistance, and Financial Aid Programs. South Central Career Center has a strong commitment to provide outreach services at schools and civic organizations throughout the area. South Central Career Center serves Howell, Oregon, Ozark and Shannon counties in southern Missouri.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Coordinating Board for Higher Education  
Academic Program Actions  
December 5, 2013

### DESCRIPTION

This agenda item reports all proposals for program actions reviewed by the Missouri Department of Higher Education (MDHE) since the September 6, 2013, board meeting. These proposals are submitted to the Coordinating Board for Higher Education for its action.

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

### PUBLIC INSTITUTIONS

	Certificate	Associate	Baccalaureate	Graduate	Total
Deleted	0	5	0	1	6
Inactivated	2	0	0	0	2
Other Program Changes*	4	4	2	2	12
New	0	2	0	1	3
Off-site	0	0	0	0	0
Programs Withdrawn	0	0	0	0	0

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

### INDEPENDENT INSTITUTIONS

	Certificate	Associate	Baccalaureate	Graduate	Total
Deleted	0	0	11	4	15
Inactivated	0	0	0	0	0
Other Program Changes*	0	0	12	13	25
New	0	0	1	2	3
Off-site	0	0	2	2	4
Programs Withdrawn	0	0	0	0	0

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

#### Note:

1. At the CBHE meeting in September 2013, the board approved several program changes requested by Missouri State University, including one to delete an option in Geography from the MSED program, and another to delete options in Instrumental Endorsement and

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Vocal & Choral Endorsement for the BME program. Due to clerical errors, Missouri State inadvertently included these program changes in its proposal. Missouri State University requests that the CBHE rescind its decision with respect to these programs.

Change of Location for Campus Operations:

2. Ozarks Technical Community College has consolidated two campus locations within its system. A change of address is noted below:

Old addresses

Branson Education Center  
4440 Gretna Road  
Branson, MO 65616

New Address

Table Rock Campus  
10698 Historic Highway 165  
Hollister, MO 65672

Reeds Spring Education Center  
22595-A Main Street  
Reeds Spring, MO 65737

3. Northwest Missouri State University has changed the service address for its Northwest Kansas City Center:

Old address

Northwest Kansas City Center  
8 Victory Lane  
Liberty, MO 64068

New Address

Kansas City Center  
2601 NE Barry Road  
Kansas City, MO 64156

**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.

**ATTACHMENT(S)**

Attachment A - Academic Program Actions

## ACADEMIC PROGRAM ACTIONS

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

### I. Programs Discontinued

#### North Central Missouri College

##### 1. Current program:

AAS, Automotive & Machinery Technology (*1+1 Program delivered at Grand River Technical School, in Chillicothe, Missouri*)

Approved change:

Delete program

Program as changed:

AAS, Automotive & Machinery Technology (*1+1 Program delivered at Grand River Technical School, in Chillicothe, Missouri*) (*deleted*)

##### 2. Current program:

AAS, Construction Technology (*1+1 Program delivered at Northwest Technical School, in Maryville, Missouri*)

Approved change:

Delete program

Program as changed:

AAS, Construction Technology (*1+1 Program delivered at Northwest Technical School, in Maryville, Missouri*) (*deleted*)

##### 3. Current program:

AAS, Manufacturing / Computer Networking Technology (*1+1 Program delivered at Grand River Technical School, in Chillicothe, Missouri*)

Approved change:

Delete program

Program as changed:

AAS, Manufacturing / Computer Networking Technology (*1+1 Program delivered at Grand River Technical School, in Chillicothe, Missouri*) (*deleted*)

##### 4. Current program:

AAS, Applied Technology  
Automotive Technology

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Construction Technology  
Drafting Technology  
Electronic Technology  
Farm and Industrial Equipment Technology  
Welding Technology

Approved change:  
Delete options

Program as changed:  
AAS, Applied Technology  
Automotive Technology (*deleted*)  
Construction Technology (*deleted*)  
Drafting Technology (*deleted*)  
Electronic Technology (*deleted*)  
Farm and Industrial Equipment Technology (*deleted*)  
Welding Technology (*deleted*)

## **5. Current program:**

MS

Accounting  
Business Administration  
Entrepreneurial Studies  
Finance  
Human Resource Management  
International Business  
Management

Approved change:  
Delete program

Program as changed:  
MS (*deleted*)  
Accounting  
Business Administration  
Entrepreneurial Studies  
Finance  
Human Resource Management  
International Business  
Management

## **St. Louis Community College**

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

AAS, Chemical Technology

Approved change:

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Delete program

Program as changed:

AAS, Chemical Technology (*deleted*)

## **II. Inactivated Programs**

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

C1, Medical Assisting Certificate

Approved change:

Inactivate Certificate

Program as changed:

C1, Medical Assisting Certificate (*inactivated*)

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

### **Mineral Area College**

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

AAS, Criminal Justice

Approved changes:

Addition of options in

    Correctional Administration

    Law Enforcement

    Security Management

Program as changed:

AAS, Criminal Justice

    Correctional Administration

    Law Enforcement

    Security Management

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

AA, Liberal Arts and Sciences

Approved change:

Addition of One-year Certificate (C1), Global Studies

Program as changed:

AA, Liberal Arts and Sciences

C1, Global Studies

### **Missouri Western State University**

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

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MAS

Chemistry  
Engineering Technology Management  
Human Factors and Usability Testing  
Information Technology Management  
Sport and Fitness Management

Program as changed:  
Addition of option in Industrial Life Science

Program as changed:

MAS,

Chemistry  
Engineering Technology Management  
Human Factors and Usability Testing  
Industrial Life Science  
Information Technology Management  
Sport and Fitness Management

### **Missouri University of Science & Technology**

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

BA, Philosophy

Approved change:  
Change nomenclature of program to *Bachelor of Science (BS)*

Program as changed:  
BS, Philosophy

### **Ozarks Technical Community College**

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

AS, Bio-clinical Sciences

Approved change:  
Addition of One-year Certificate (C1), Bio-clinical Sciences to approved existing parent program

Program as changed:  
AS, Bio-clinical Sciences  
C1, Bio-clinical Sciences

### **Southeast Missouri State University**

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

BS, Mathematics  
Applied Mathematics and Statistics  
Pure Mathematics

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Approved change:  
Addition of option in Actuarial Science

Program as changed:  
BS, Mathematics  
    Actuarial Science  
    Applied Mathematics and Statistics  
    Pure Mathematics

### **St. Charles Community College**

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

AAS, General Technology

Approved changes:  
Addition of option in Welding  
Addition of Single-semester Certificate (C0), in Advanced Welding  
Addition of One-year Certificate (C1), Entry-Level Welding

Program as changed:  
AAS, General Technology  
    Welding  
C0, Advanced Welding  
C1, Entry-Level Welding

### **University of Central Missouri**

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

GRCT, Women's and Gender Studies

Approved change:  
Change title of certificate to *Women, Gender and Sexuality*

Program as changed:  
GRCT, Women, Gender and Sexuality

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

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

N/A

Approved change:  
Addition of free-standing single semester certificate (GRCT), in Geographic Information System

Program as changed:  
GRCT, Geographic Information System

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

**Lindenwood**

**1. Current program:**

BA, Information Technology

Approved change:

Delete program

Program as changed:

BA, Information Technology (*deleted*)

**2. Current program:**

BA, Theatre

Musical Theater

Directing

Approved change:

Delete program

Program as changed:

BA, Theatre (*deleted*)

Musical Theater

Directing

**3. Current program:**

BA, Arts Management

Dance

Music

Theatre

Approved change:

Delete program

Program as changed:

BA, Arts Management (*deleted*)

Dance

Music

Theatre

**4. Current program:**

BA, Communications

Corporate and Industrial Communications

Mass Communication

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Approved change:  
Delete program

Program as changed:  
BA, Communications (*deleted*)  
    Corporate and Industrial Communications  
    Mass Communication

**5. Current program:**

BA, Pre-Law Corporate Communications Public Relations

Approved change:  
Delete program

Program as changed:  
BA, Pre-Law Corporate Communications Public Relations (*deleted*)

**6. Current program:**

MS, Business Administration  
    Accounting  
    Entrepreneurial Studies  
    Finance  
    Human Resource Management  
    International Business  
    Management

Approved change:  
Delete program

Program as changed:  
MS, Business Administration (*deleted*)  
    Accounting  
    Entrepreneurial Studies  
    Finance  
    Human Resource Management  
    International Business  
    Management

**7. Current program:**

BA, Nonprofit Administration  
    Business Management  
    Christian Ministry Studies  
    Communications  
    Education

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Fire and Paramedic Science  
Recreation Leadership

Approved change:

Delete options in

Business Management  
Christian Ministry Studies  
Communications  
Education  
Recreation Leadership

Program as changed:

BA, Nonprofit Administration  
Business Management (*deleted*)  
Christian Ministry Studies (*deleted*)  
Communications (*deleted*)  
Education (*deleted*)  
Fire and Paramedic Science  
Recreation Leadership (*deleted*)

**8. Current program:**

BA, Sociology  
Anthropology

Approved change:

Delete option in Anthropology

Program as changed:

BA, Sociology  
Anthropology (*deleted*)

**9. Current program:**

BA, Music Business  
Business Administration  
Communications  
Music Theory and Performance  
Nonprofit Administration

Approved change:

Delete program

Program as changed:

BA, Music Business (*deleted*)  
Business Administration  
Communications  
Music Theory and Performance

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Nonprofit Administration

**10. Current program:**

BA, Hospitality Services Management (2+2 in Collaboration with St. Louis Community College)

Approved change:

Delete program

Program as changed:

BA, Hospitality Services Management (2+2 in Collaboration with St. Louis Community College)  
(deleted)

**11. Current program:**

BA, Gerontology

Approved change:

Delete program

Program as changed:

BA, Gerontology (deleted)

**12. Current program:**

BA, Advertising & Media Communications  
Corporate and Industrial Communications  
Mass Communication  
Pre-Law

Approved changes:

Delete option in Pre-Law

Change title of option in *Corporate and Industrial Communications* to *Corporate Communications*

Program as changed:

BA, Advertising & Media Communications  
Corporate Communications  
Mass Communication  
Pre-Law (deleted)

**13. Current program:**

MBA, Supply Chain Management

Approved change:

Delete program

Program as changed:

MBA, Supply Chain Management (deleted)

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**14. Current program:**

MA, Arts Management  
Theatre

Approved changes:

Change title of program to Arts Management-Entertainment Production  
Delete option in Theatre

Program as changed:

MA, Arts Management-Entertainment Production  
Theatre (*deleted*)

**15. Current program:**

BA, Theatre-Technical Theatre / Design

Approved change:

Change title of program to *Technical Theatre / Design*

Program as changed:

BA, Technical Theatre / Design

**16. Current program:**

BS, Information Technology

Approved change:

Addition of One-year Certificate (C1), Information Technology to approved parent program

Program as changed:

BS, Information Technology  
C1, Information Technology

**17. Current program:**

MBA, Business Administration  
Accounting  
Entrepreneurial Studies  
Financial  
International Business  
Management  
Management Information Systems

Approved changes:

Addition of option in  
Human Resource Management  
Delete option in Management Information Systems

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Program as changed:

MBA, Business Administration

Accounting

Entrepreneurial Studies

Financial

Human Resource Management

International Business

Management

Management Information Systems (*deleted*)

**18. Current program:**

BA, Anthropology

Approved change:

Addition of options in

Cultural Anthropology

Archaeology

Program as changed:

BA, Anthropology

Cultural Anthropology

Archaeology

**19. Current program:**

BA, Education

Art (K-12)

Biology (9-12)

Biology with Unified Science (9-12)

Business (9-12)

Business Education Certification

Chemistry (9-12)

Chemistry with Unified Science (9-12)

Dance (K-12)

English (9-12)

French (K-12)

Health (K-12)

Industrial Technology (9-12)

Instrumental Music (K-12)

Mathematics (9-12)

Physical Education (K-12)

Social Sciences (9-12)

Spanish (K-12)

Speech and Theatre (9-12)

Vocal Music (K-12)

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Approved changes:

Change title of option in Industrial Technology to *Technology and Engineering Certification*

Addition of option in Chinese Language Certification

Program as changed:

BA, Education

Art (K-12)

Biology (9-12)

Biology with Unified Science (9-12)

Business (9-12)

Business Education Certification

Chemistry (9-12)

Chemistry with Unified Science (9-12)

Chinese Language Certification (K-12)

Dance (K-12)

English (9-12)

French (K-12)

Health (K-12)

Technology and Engineering Certification (9-12)

Instrumental Music (K-12)

Mathematics (9-12)

Physical Education (K-12)

Social Sciences (9-12)

Spanish (K-12)

Speech and Theatre (9-12)

Vocal Music (K-12)

**20. Current program:**

BA, Healthcare Administration

Approved change:

Change title of program to *Healthcare Management*

BA, Healthcare Management

**21. Current program:**

BA, Middle School Education

Business

Industrial Technology

Arts

Mathematics

Science

Social Science

Speech / Theatre

Approved change:

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Change title of option in Industrial Technology to *Technology and Engineering*

Program as changed:

BA, Middle School Education

Business

Technology and Engineering

Arts

Mathematics

Science

Social Science

Speech / Theatre

**22. Current program:**

BA, Business Administration

Approved changes:

Addition of One-year certificate (GRCT), Finance

Addition of One-year certificate (GRCT), International Business

Addition of One-year certificate (GRCT), Marketing

Addition of One-year certificate (GRCT), Supply Chain Management

Program as changed:

BA, Business Administration

GRCT, Finance

GRCT, International Business

GRCT, Marketing

GRCT, Supply Chain Management

**23. Current program:**

BS, Information Technology

Approved change:

Addition of options in

Networking/Cyber Security

Business Systems / Development Emphasis

Multimedia / Web Emphasis

Program as changed:

BS, Information Technology

Networking/Cyber Security

Business Systems / Development Emphasis

Multimedia / Web Emphasis

**24. Current program:**

EdS, Instructional Leadership

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K-12 Literacy Education Specialist  
Reading and Literacy

Approved change:

Addition of option in

Elementary Mathematics Educational Specialist Certification

EdS, Instructional Leadership

Elementary Mathematics Educational Specialist Certification

K-12 Literacy Education Specialist

Reading and Literacy

**25. Current program:**

EdD, Educational Leadership

Approved change:

Delete program

Program as changed:

EdD, Educational Leadership (*deleted*)

**26. Current program:**

MA, Administration of Education

Elementary / Middle

Middle/ Secondary

Approved change:

Change title of program to *School Administration*

Program as changed:

MA, School Administration

Elementary / Middle

Middle/ Secondary

**27. Current program:**

MA, Education

Autism Spectrum Disorders

Character Education

Content Specialty

Early Interventions in Autism and Sensory Impairments

Educational Technology

Gifted Education

K-5 Mathematics Education Specialist

Reading Specialist

Special Education

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Approved change:

Change title of the following options

Gifted Education to *Gifted Education Certification*

Mathematics Education Specialist to *Mathematics Education Specialist Certification*

Reading Specialist to *Reading Specialist Certification*

Special Education to *Special Education Certification*

MA, Education

Autism Spectrum Disorders

Character Education

Content Specialty

Early Interventions in Autism and Sensory Impairments

Educational Technology

Gifted Education Certification

K-5 Mathematics Education Specialist

Reading Specialist Certification

Special Education Certification

**28. Current program:**

BS, Economics

Approved change:

Change title of program to *Business Economics*

Program as changed:

BS, Business Economics

**29. Current program:**

BA, Retail Merchandising

Approved change:

Change title of program to *Retail Management*

Program as changed:

BA, Retail Management

**30. Current program:**

BA, Recreation Leadership

Approved change:

Change title of program to *Recreation Administration*

Program as changed:

BA, Recreation Administration

**31. Current program:**

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EdD (*off-site delivery at Ozark Technical Community College*)  
Graduate Instructional Leadership

Approved change:  
Addition of option in *Higher Education*

Program as changed:  
EdD (*off-site delivery at Ozark Technical Community College*)  
Graduate Instructional Leadership  
Higher Education

**32. Current program:**  
MBA

Approved changes:  
Addition of single-semester certificate (GRCT), Finance  
Addition of single-semester certificate (GRCT), International Business  
Addition of single-semester certificate (GRCT), Marketing  
Addition of single-semester certificate (GRCT), Supply Chain Management

Program as changed:  
MBA  
GRCT, Finance  
GRCT, International Business  
GRCT, Marketing  
GRCT, Supply Chain Management

**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.*

**Missouri University of Science & Technology**

- 1.) MS, Industrial / Organizational Psychology
  - Leadership in Technical Organizations
  - Human Factors
  - Psychometrics

Coordinating Board for Higher Education  
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**St. Louis Community College**

- 1.) AAS, Software Developer
- 2.) AAS, Information Systems: Office Information Coordinator

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

**Columbia College**

- 1.) MEd, Educational Leadership

**Lindenwood University**

- 1.) BS, Human Resource Management
- 2.) MS, Administration  
Project Management
- 3.) BSN (*for delivery off-site at the Center for Nursing and Allied Health Sciences, Dardenne Prairie, Missouri*)

**Park University**

- 1.) MEd, Educational Leadership (*for delivery off-site at Southwest Early College Campus and Oak Park High School*)
- 2.) MEd, Teacher Leadership (*for delivery off-site at Southwest Early College Campus and Oak Park High School*)

**VIII. New Residence Sites Recommended for Provisional Approval**

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

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Coordinating Board for Higher Education  
Update on Missouri Core Transfer Library  
December 5, 2013

### **DESCRIPTION**

HB 1042, signed into law in August, 2012, directs the Coordinating Board for Higher Education to establish by July 1, 2014, a core library of at least 25 courses that transfer as equivalents between all public two- and four-year institutions, and establish policies and procedures to promulgate the library. This agenda item provides an update on the progress of that work.

### **Background**

In September, 2013, four courses were approved by the CBHE for inclusion in the library. The MDHE staff is working with institutional registrars who will, with the institutions' chief academic officers, finalize and sign the Course Verification Form to add the 16 courses listed below to the core transfer library:

American Government	Calculus I	Philosophy
American History I	Drawing I	Psychology
American History II	Introduction to Statistics	Public Speaking
Anthropology	Music Appreciation	Western Civilization
Art Appreciation	Oral Communication	World Religions
Astronomy		

### **Next Steps**

The MDHE staff will continue to work with institutional registrars to identify the remaining five courses for inclusion in the transfer library, to meet the 25-course threshold established by statute. The Commissioner of Higher Education has challenged the MDHE staff and Institutions of Higher Education to seek additional courses for the library beyond the 25 required by statute and to develop an electronic transfer library database. The goal for submitting the remaining courses and policies and procedures to the CBHE is April 2014. The goal for completion of the electronic transfer database is July 2014.

### **Conclusion**

Establishing the core transfer library is beneficial for Missouri students in providing information on one-to-one equivalent courses between institutions of higher education. Students will be equipped with the knowledge they need to make informed choices about their education, as well as aid in facilitating transfer between all public and select independent institutions.

**STATUTORY REFERENCE**

RSMo 173.005.2(8)

**RECOMMENDED ACTION**

**It is recommended that the Coordinating Board for Higher Education approve the inclusion of the 16 courses listed above to the Missouri Core Transfer Library.**

**ATTACHMENT(S)**

None

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Coordinating Board for Higher Education  
Policy for Awarding Educational Credit for Military Training or Service  
December 5, 2013

### DESCRIPTION

Senate Bill 106, which became effective August, 2013, is intended to ensure that students who are also veterans are awarded educational credits for courses that align with military training or service that they have previously completed. SB 106 directs the Coordinating Board for Higher Education to adopt no later than January 1, 2014, a policy requiring all public institutions of higher education to award educational credits to veterans for prior military training or service, provided that the prior experience meets certain standards. This item summarizes the proposed Policy for Awarding Educational Credit for Military Training or Service.

### Summary

MDHE staff drafted the policy with the goal of outlining best practices to which institutions may refer when evaluating and awarding educational credit to students with prior military training or service. Best practices for awarding educational credit for prior military training or service as outlined in the policy include the following:

- Institutions should utilize and refer to recommendations provided by the American Council on Education (ACE) *Guide to the Evaluation of Educational Experiences in the Armed Services*.
- Institutions should evaluate students' military transcripts as well as provide opportunities for students to demonstrate college-level learning when awarding educational credit.
- Institutions should award veteran students with credits that fulfill major degree requirements whenever possible, and credits awarded to students should transfer among all public institutions according to the state's transfer and articulation policy.
- Institutions should promulgate information regarding the awarding of educational credit to all current and prospective veteran students.

The policy also directs all public institutions of higher education to develop and implement policies and procedures that are consistent with the aforementioned best practices as required by Missouri statute. These policies and procedures are to be put into effect no later than the beginning of the 2014-2015 academic year, and should continue every year thereafter.

The first draft of the policy was presented to the Council of Chief Academic Officers in October 2013 for review and revised based on their feedback. The policy was then sent to all chief academic officers for comment and revision.

**STATUTORY REFERENCE**

Section 173.1158.1, RSMo, Statutory requirements regarding CBHE's responsibility to adopt a policy ensuring all institutions of higher education award educational credits to veterans for courses that are part of the student's military training or service.

**RECOMMENDED ACTION**

**It is recommended that the Coordinating Board for Higher Education approve the attached Policy for Awarding Educational Credit for Military Service or Training, and direct the commissioner of higher education to oversee its implementation.**

**ATTACHMENTS**

Attachment A: Policy on Awarding Educational Credit for Military Service or Training

**Missouri Department of Higher Education**  
**Policy Guidelines for Awarding Educational Credit for Military Training or Service**

**1.0 Introduction**

- 1.1 Meeting the academic needs of the rising number of veterans returning to Missouri's colleges and universities has become a priority for the state. These students typically spend many years serving their country and have acquired a great deal of knowledge as a result. Allowing veterans the opportunity to obtain educational credits for prior military service or training may serve to significantly reduce the amount of time these students must spend earning a certificate or a college degree, thereby assisting the state in meeting its graduation goals and workforce needs.
- 1.2 Missouri recognizes that students who have previously served in the military are often able to demonstrate college-level learning through their prior service or training. SB 106, passed and signed into law in 2013, directs the Coordinating Board for Higher Education to create a policy that requires all public institutions of higher education in the state to evaluate and award students, who have prior military service or training, with educational credits.

**2.0 Policy purpose and objectives**

- 2.1 The purpose of this policy is to require all public institutions in the state to afford veterans the opportunity to demonstrate or provide documentation of college and university-level learning that they have obtained through prior service or training in the military. This policy also provides a set of best practices that all public institutions in the state may refer to when evaluating and granting educational credit for such prior learning.
- 2.2 This policy applies to all public two-year and four-year institutions, as well as all vocational and technical schools in the state. These institutions are hereby obligated to conform to the policies by the authority delegated to the CBHE by RSMo 173.1158 (1) and (2). Independent institutions in the state are also encouraged to adhere to the guidelines listed in this policy.

**3.0 Statutory Authority**

- 3.1 RSMo 173.1158 (1): *By no later than January 1, 2014, the coordinating board for higher education shall adopt a policy requiring every public institution of postsecondary education, including but not limited to every public university, college, vocational and technical school, in this state to award educational credits to a student enrolled in a postsecondary education institution, who is also a veteran, for courses that are part of the student's military training or service, that meet the standards of the American Council on Education or equivalent standards for awarding academic credit, and that are determined by the academic department or appropriate faculty of the awarding institution to be equivalent in content or experience to courses at that institution. All credit that is deemed acceptable must meet the scope and mission of the awarding institution.*

*(2) Beginning with the 2014-2015 academic year and for every academic year thereafter, the department of higher education and every governing body of a public institution of postsecondary education in this state shall adopt necessary rules and procedures to implement the provisions of this section.*

**4.0 Guiding Principles**

- 4.1 A primary goal of the policy is to recognize and award appropriate educational credits to students for prior service or training earned in the military, thereby significantly reducing the amount of time and money it takes these students to complete a certificate or earn a college degree.

- 4.2 Missouri institutions of higher education should take affirmative action to reach out to veterans and promote their enrollment in and successful completion of postsecondary education.
- 4.3 The policy should develop and promote flexible and creative guidelines that will benefit all Missouri institutions of higher education as well as students who are also veterans when evaluating and awarding educational credits for prior military service or training.
- 4.4 Previous experience earned through training or service in the military should be deemed eligible for educational credits consistently across all public institutions of higher education in the state.
- 4.5 The policy should support academic expectations and standards while also ensuring that students who are also veterans are awarded due educational credits for their previous military service or training.

#### **5.0 Guidelines for best practices in awarding credit for military service or training**

- 5.1 Prior military service or training takes many forms, therefore all public institutions of higher education in the state shall refer to the recommendations provided by the American Council on Education (ACE) *Guide to the Evaluation of Educational Experiences in the Armed Services* when evaluating and awarding educational credits for prior military service or training.
- 5.2 While institutions should evaluate veterans' military transcripts to determine whether prior military service or training meets educational requirements, they should also provide opportunities whereby such students may be evaluated for educational credits. These include, but are not limited to, nationally recognized examinations, course-specific examinations designed by college or university faculty, and/or portfolio or other means of competence demonstration. Institutions should also document which credits may be earned and by which evaluation method.
- 5.3 Institutions should work to award veterans with credits that fulfill major degree requirements whenever possible, if such courses are equivalent to that student's prior military service or training. Otherwise, appropriate credit should be given to fulfill a general education requirement or other elective course.
- 5.4 Any credits awarded to a student whose prior military service or training has been deemed equivalent for such credits should be transferable among all public institutions of higher education in the state according to the state's transfer and articulation policy.
- 5.5 Institutions should promulgate information regarding the awarding of educational credits for prior military service or training, which includes information on course equivalencies, the number of credits awarded, and opportunities to be evaluated for such credit. This information should be easily accessible and made available to all current and prospective students.
- 5.6 Students, who are also veterans, should consult with registrars and/or academic advisors in an effort to determine whether their prior military service or training fulfills any certificate, course or major requirements. These students should also provide any necessary supporting documentation to be used in the evaluation of prior experience by the college or university he or she attends.

#### **6.0 Implementation and reporting**

- 6.1 In order to comply with section 3.1 of this policy, all public institutions of higher education in the state shall develop and implement policies and procedures that allow for the effective evaluation and awarding of credit to a student with prior military service or training that are also consistent with the aforementioned guidelines. These policies and procedures shall be established and put

into effect no later than the beginning of the 2014-2015 academic year, and continue every year thereafter.

- 6.2 A system of reporting by all public institutions of higher education in the state that includes how institutions evaluate and award credit to students with prior military service or training will be developed over time.

## **7.0 Definitions**

### **7.1 *American Council on Education (ACE)***

The American Council on Education is a coordinating body for the nation's institutions of higher education. They provide institutions with recommendations on evaluating and awarding educational credits for college or university-level learning earned through prior military service or training.

### **7.2 *Educational Credits***

Educational credits refer to those credits that are awarded to students for prior military service or training. These credits can be applied toward the requirements of a certificate, licensure, diploma, or degree.

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Coordinating Board for Higher Education  
Implementation of the Innovation Campus Legislation (SB 381)  
December 5, 2013

### **DESCRIPTION**

Effective on August 28, 2013, Senate Bill 381 codified the definition of an Innovation Education Campus, established parameters for funding those campuses, and authorized a role for the Coordinating Board with regard to them. This item is intended to provide background on this legislation and to establish a framework for implementing the Coordinating Board's role in the operation and funding of innovation campuses.

### **Background**

The legislation defines an Innovation Education Campus (IEC) as an education partnership that includes:

- Missouri public high school or school district
- Public or private Missouri four-year higher education institution
- Public community college or Linn State Technical College
- Missouri-based business or businesses

The legislation also establishes the Innovation Education Campus Fund in the state treasury. Money that is appropriated to the fund, as well as any interest earned, must be used to fund the programs offered through an IEC. Private funds received for the support of an IEC are not transferred into the fund. The allocation of money contained in the fund among the entities that comprise an IEC is determined through the regular appropriation process. IEC funds are not considered part of the annual appropriation to an individual higher education institution or a public school district.

Finally, the statute establishes the criteria an IEC must meet in order to receive money from the fund. The IEC and/or the programs offered through the IEC must--

- Demonstrate it is working to lower the cost for students to complete a college degree,
- Decrease the general amount of time for a student to earn a college degree,
- Provide applied and project-based learning experiences for students,
- Leverage curriculum developed in consultation with partner Missouri business and industry,
- Provide graduates with direct access to internships, apprenticeships, and/or part-time or full-time employment with partner Missouri-based businesses, and
- Engage and partner with industry stakeholders in ongoing program development and outcomes review.

The statute declares that the existing Innovation Education Campus, which includes the University of Central Missouri, Metropolitan Community College, Lees Summit R-7 School District, and several Kansas City area businesses, meets the program criteria and is eligible for funding.

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

The legislation assigns the Coordinating Board with the responsibility for conducting a five-year review of any IEC to verify compliance with the criteria listed above. In addition, in order to receive money from the IEC fund, the innovation campus must annually verify to the Coordinating Board that it satisfies the criteria listed above. The legislation grants the board rulemaking authority to implement this program.

### **Issues/Concerns**

As staff has reviewed the legislation in greater detail, several issues have been identified that bear further review and consideration.

The legislation requires that state funding occur through the normal appropriation process and establishes the Commissioner of Higher Education as the fund administrator. It is assumed the request for funding and the IEC fund itself would be components of the CBHE/MDHE annual budget. However, the statute is silent regarding the process by which funding proposals would be developed, including decisions regarding funding allocations among the partner organizations. Staff recommends that the department work with institutional representatives involved in IEC operation to develop a budgeting process that provides both the transparency and flexibility needed to ensure the state is a viable partner in funding IEC operations.

Concern has also been expressed regarding the reference to graduates in the criterion dealing with internships, apprenticeships, and employment. While this item appropriately ensures a linkage between the programs delivered through an IEC and the business and industry partners, it could be interpreted to mean that funding cannot be provided from the IEC fund until the programs graduate students, thereby verifying the business connections envisioned in the statute. Staff believes the intent was that this relationship be evident but not necessarily in operation in order for funding to be approved. Staff will clarify this issue as part of the rulemaking process.

In the longer term, one issue that may surface is how to provide incentives for students to enroll in the early college coursework (dual credit and Advanced Placement) that are crucial to the accelerated nature of these programs. One of the primary ways to provide the incentive is to provide financial assistance to help needy students pay for their coursework. However, the funding provision of the statute is silent on the types of activities that can be supported through the IEC fund. Staff believes this type of support will be crucial to the success of these efforts and will work to resolve this issue as part of the rulemaking process.

Some Missouri businesses see the value in the investment in human capital development the IEC process represents as evidenced by their willingness to be involved in the early development of this concept. In order to sustain this effort and bring it to scale, a much broader involvement of

Missouri business and industry will likely be needed. For many businesses, it is difficult to justify what is a long-term investment in skill and knowledge development when they operate in an environment with many short-term challenges and unknown future obstacles. Developing a greater understanding of the value of partnerships with education by working with other state agencies and business organizations to leverage the growing understanding of the economic value of postsecondary education is crucial to the success of this effort.

### **Next Steps**

As the 2014 legislative session approaches, the MDHE must prepare for the possibility that the legislature will appropriate funds into the IEC fund in order to provide support for this new approach to educational delivery during FY 2015. The following provides a proposed outline for the implementation of this statute over the next several months:

- Develop a draft administrative rule for consideration and action by the Coordinating Board (February)
- Monitor the legislative process and provide needed information if funding is proposed for the support of innovation campuses (February through May)
- Work with institutional representatives to develop a funding and allocation model for the distribution of any funds appropriated (February through May)
- Establish the format for verification by IECs that are eligible to receive funds (May and June)
- Confirm compliance with statutory criteria and release initial payment of funds to the IEC (July)
- Develop an interagency partnership with the Department of Economic Development, institutional sector groups, and business and industry to develop a statewide framework to encourage the involvement of Missouri employers in the development of the partnerships envisioned in the legislation (Summer and Fall 2014)
- Establish the process and framework for the five-year review, the first of which will occur in FY 2019. (Fall 2014)

### **Conclusion**

The Innovation Education Campus concept provides a unique and inventive approach to the education continuum and has attracted both state and national attention as a change agent in higher education. While each application will reflect the unique needs of the region of the state served and the institutions involved, the framework provided by the efforts of the Coordinating Board will be crucial to its acceptance across the state and its long term success.

**STATUTORY REFERENCE**

Section 178.1100, RSMo Innovation Education Campus

**RECOMMENDED ACTION**

**It is recommended that the Coordinating Board for Higher Education express its support for the continued development of Innovation Education Campuses in the state of Missouri and direct the MDHE staff to proceed with the steps necessary for implementation, including the development of an administrative rule, on the timeline referenced above.**

**ATTACHMENT(S)**

Attachment: Section 178.1100, RSMo, Innovation Education Campus Fund

# *Missouri Revised Statutes*

## **Chapter 178** **Special Schools and Instruction and Special Districts** **Section 178.1100**

August 28, 2013

### **Definitions--fund created, use of moneys--review by coordinating board-- rulemaking authority.**

178.1100. 1. As used in this section, except in those instances where the context states otherwise, the following words and phrases shall mean:

(1) "Innovation education campus" or "innovation campus", an educational partnership consisting of at least one of each of the following entities:

(a) A local Missouri high school or K-12 school district;

(b) A Missouri four-year public or private higher education institution;

(c) A Missouri-based business or businesses; and

(d) A Missouri two-year public higher education institution or State Technical College of Missouri\*;

(2) "Innovation education campus fund" or "fund", the fund to be administered by the commissioner of higher education and in the custody of the state treasurer created under this section to fund the instruction of an innovation campus.

2. There is hereby created in the state treasury the "Innovation Education Campus Fund". The commissioner of higher education shall administer the fund. The state treasurer shall be custodian of the fund and may approve disbursements from the fund in accordance with sections 30.170 and 30.180. Upon appropriation, money in the fund shall be used solely for the administration of this section. Notwithstanding the provisions of section 33.080 to the contrary, any moneys remaining in the fund at the end of the biennium shall not revert to the credit of the general revenue fund. The state treasurer shall invest moneys in the fund in the same manner as other funds are invested. Any interest and moneys earned on such investments shall be credited to the fund.

3. The general assembly may appropriate moneys to the fund that shall be used to fund the program of instruction at any innovation education campus.

4. Participating institutions, as provided in this section, may receive moneys from the fund when the following criteria are satisfied:

- (1) The innovation education campus demonstrates it is actively working to lower the cost for students to complete a college degree;
- (2) The program at the innovation education campus decreases the general amount of time required for a student to earn a college degree;
- (3) The innovation education campus provides applied and project-based learning experiences for students and leverages curriculum developed in consultation with partner Missouri business and industry representatives;
- (4) Students graduate from the innovation education campus with direct access to internship, apprentice, part-time or full-time career opportunities with Missouri-based businesses that are in partnership with the innovation education campus; and
- (5) The innovation education campus engages and partners with industry stakeholders in ongoing program development and program outcomes review.

5. The existing Missouri innovation campus, consisting of the University of Central Missouri, a school district with a student enrollment between seventeen thousand and nineteen thousand students that is located in any county with a charter form of government and with more than six hundred thousand but fewer than seven hundred thousand inhabitants, a community college located in any county with a charter form of government and with more than six hundred thousand but fewer than seven hundred thousand inhabitants, and private enterprises, has satisfied these criteria and is eligible for funding under this section.

6. The coordinating board for higher education shall conduct a review every five years of any innovation education campus to verify ongoing compliance with the requirements of subsection 4 of this section, including the Missouri innovation campus identified in subsection 5 of this section. As part of its review, the coordinating board shall consult with and take input from each entity that is a partner to an innovation education campus. Business and industry involved in an innovation education campus, either financially or through in-kind support, may provide feedback regarding the curriculum, courses, and investment quality of the innovation education campus to the coordinating board.

7. Any innovation education campus shall annually verify to the coordinating board for higher education that it has satisfied the criteria established in subsection 4 of this section. Upon verification that the criteria are satisfied, moneys from the fund shall be disbursed.

8. If the general assembly appropriates moneys to the fund, the allocation of moneys between entities partnered in an innovation education campus for purposes of operating the innovation education campus shall be determined through the appropriations process. Moneys appropriated to the fund shall not be considered part of the annual appropriation to any institution of higher education or any school district. If an innovation education campus, or any entity that has

partnered to create and operate an innovation education campus, receives private funds, such private funds shall not be placed in the fund created in this section.

9. The coordinating board for higher education shall promulgate rules and regulations to implement the provisions of this section. Nothing in this section is intended to conflict with or supercede rules or regulations promulgated by the coordinating board for higher education. 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, 2013, shall be invalid and void.

(L. 2013 S.B. 381)

\*"Linn State Technical College" appears in original rolls. The name of the college was changed by H.B. 673, 2013, effective 7-01-14.

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Coordinating Board for Higher Education  
Proprietary School Certification Actions and Reviews  
December 5, 2013

### **DESCRIPTION**

All program actions that have occurred since the September 5, 2013, Coordinating Board meeting are reported in this item. In addition, the report includes information concerning anticipated actions on applications to establish new postsecondary education institutions, exemptions from the department's certification requirements, and school closures.

### **STATUTORY REFERENCE**

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

### **RECOMMENDED ACTION**

This is an information item only.

### **ATTACHMENT**

Proprietary School Certification Program Actions and Reviews

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

### *Certificates of Approval Issued (Authorization for Instructional Delivery)*

Cox College  
Springfield, Missouri

This long-standing private, not-for-profit school became voluntarily certified through the MDHE in order to confirm its state authorization as a postsecondary education institution for purposes of federal student aid eligibility. The institution offers certificate programs in allied health areas as well as associate, baccalaureate, and masters level programs in the nursing and allied health fields. This school is accredited by the Higher Learning Commission of the North Central Association. The nursing programs are accredited by the Commission of Colleges of Nursing Education (CCNE) and the National League for Nursing Accreditation Commission (NLNAC), and the diagnostic programs are accredited by the Joint Review Committee on Education in Diagnostic Medical Sonography (JRCEDMS).

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

This long-standing private, not-for-profit school became voluntarily certified through the MDHE in order to confirm its state authorization as a postsecondary education institution for purposes of federal student aid eligibility. This institution offers bachelors, masters, and doctoral-level degrees in nursing and nursing practice. This school is accredited by the Higher Learning Commission of the North Central Association, and the baccalaureate and masters nursing programs are programmatically accredited by the Commission of Colleges of Nursing Education (CCNE).

Job Point  
Columbia, Missouri

This private, not-for-profit institution offers certificate programs in accounting, clerical, nurse assisting, office administration, sales and construction trades at locations in Columbia and Warrensburg. The school is not accredited.

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

This long-standing private, not-for-profit school became voluntarily certified through the MDHE in order to confirm its state authorization as a postsecondary education institution for purposes of federal student aid eligibility. This institution offers certificate programs in medical laboratory science and surgical technology, and associate degrees in nursing and radiologic technology. This school is accredited by the Higher Learning Commission of the North Central Association; the nursing programs are accredited by the National

League for Nursing Accreditation Commission (NLNAC); the surgical technology program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP); the radiologic technology program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT); and the medical laboratory science program is accredited by the National Accrediting Agency for Clinical Laboratory Science (NAACLS).

The Stone Institute  
Maryland Heights, Missouri

This for-profit school offers non-degree programs in reflexology and ancillary subjects. The mission of the school is to provide professional training and continuing education in reflexology and reflexive therapies, massage, energywork and wellness. This school is not accredited.

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

None

***Applications Pending Approval (Authorization for Instructional Delivery)***

CALC Institute of Technology  
St. Louis, Missouri

This private, for-profit school is seeking certification to offer nondegree programs in administration, computers and allied health fields. The mission of the school is to provide liberal arts training leading to bachelor's or associate's degrees. This school is accredited by the Council on Occupational Education (COE).

Central Christian College of Kansas  
McPherson, Missouri

This private, not-for-profit school is seeking to offer nondegree dual credit coursework at cooperating private high schools in the Kansas City area. The mission of the school is to provide individuals with the necessary skills to increase performance in the workplace. This school accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools.

Kansas City Dental Academy  
Independence, Missouri

This private, for-profit school is seeking certification to offer a nondegree program in dental assisting. The mission of the school is to educate students to be ethically and morally responsible, clinically and technically competent dental assistants. This school is not accredited.

Rasmussen College  
Bloomington, Minnesota

This private for-profit institution is currently approved to recruit students from Missouri for enrollment in certificate and degree programs in the allied health, business, early childhood education, nursing, technology and criminal justice fields. The school is also seeking a certificate to operate in the state in order to provide clinical site instruction for students enrolled in the Kansas-based professional nursing associate degree program. This school is accredited by the Higher Learning Commission.

St. Louis School of Phlebotomy  
St. Louis, Missouri

This private, for-profit school proposes to offer nondegree programs in phlebotomy technician training. The mission of the school is to provide the community with well-trained and highly skilled phlebotomists. This school is not accredited.

St. Louis YouthBuild Pre-Apprenticeship Training School  
St. Louis, Missouri

This private, not-for-profit school is seeking certification to offer nondegree programs in construction and basic job readiness. The mission of the school is to inspire and guide young people to become successful leaders in their lives, their families, in the program, and in the community. This school is not accredited.

Urban Breath Yoga  
St. Louis, Missouri

This private, for-profit school is seeking certification to offer a nondegree program in yoga teacher training. The mission of the school is to provide the instruction and support necessary to develop successful yoga practitioners and teachers. This school is not accredited.

Wright Business College  
Independence, Missouri

This private, not-for-profit school, based in Overland Park, Kansas, proposes to offer a nondegree program in veterinary technology. The school utilizes a mobile classroom that represents a virtual veterinary clinic for student labwork, which comprises approximately one-third of the required hours. The school will partner with a Missouri veterinary clinic and will bring the mobile classroom to the Missouri location for student training. The mission of the school is to serve a culturally diverse population and encourage critical thinking and effective communication while providing essential professional competencies for success in the global community. The school is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS).

***Applications Pending Approval (Authorization Only to Recruit Students)***

Redstone College Denver East  
Denver, Colorado

This private, for-profit institution proposes to recruit Missouri students for its advanced electronics technology and wind energy technology associate degree programs. The mission of the school is to provide quality skill-based training that provide students with the knowledge, skills, and credentials needed to launch, enhance, or change careers. The school is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS).

University of Northwestern Ohio  
Lima, Ohio

This private, not-for-profit institution proposes to recruit Missouri students for nondegree programs in allied health, business and marketing, auto/diesel technology, and HVAC; associate and bachelors degrees in auto/diesel technology, HVAC, business and marketing, and healthcare administration; and for a masters degree in business administration. The mission of the school is to prepare students for careers and productive citizenship that encompasses the business, professional, corporate, and technological communities. This school is accredited by the Higher Learning Commission of the North Central Association. The medical assistant technology program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

***Exemptions Granted***

None

***Applications Denied***

Academy of Dental Assisting  
St. Louis, Missouri

Academy of Dental Assisting submitted an initial application for certification on September 14, 2009, and proposed to offer training in dental assisting. The school was denied certification on November 18, 2013, due to failure to comply with certification standards and failure to respond to requests for supplementary information in a timely manner.

Academy of Thai Massage and Energy Work  
St. Peters, Missouri

Academy of Thai Massage and Energy Work submitted an initial application for certification on August 1, 2011, and proposed to offer training in Thai massage. The school was denied certification on November 18, 2013, due to failure to comply with

Coordinating Board for Higher Education  
December 5, 2013

certification standards and failure to respond to requests for supplementary information in a timely manner.

Advanced Associates of Dental Assisting Academy  
Independence, Missouri

Advanced Associates of Dental Assisting Academy submitted an initial application for certification on May 3, 2010, and proposed to offer training in dental assisting. The school was denied certification on November 18, 2013, due to failure to comply with certification standards and failure to respond to requests for supplementary information in a timely manner.

e-ion Academy  
Overland, Missouri

e-ion Academy submitted an initial application for certification on May 21, 2012, and proposed to offer training in home environment analysis. The school was denied certification on November 18, 2013, due to failure to comply with certification standards and failure to respond to requests for supplementary information in a timely manner.

The Bartending Institute  
St. Louis, Missouri

The Bartending Institute's application for recertification was denied on October 25, 2013, due to failure to submit an application by the prescribed closing date as well as failure to respond to requests for supplementary information.

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Coordinating Board for Higher Education  
Appointments to the Proprietary School Advisory Committee  
December 5, 2013

### **DESCRIPTION**

At the end of this calendar year, two vacancies will occur on the Proprietary School Advisory Committee. The retiring members, both of which have been filling portions of unexpired terms, are Ms. Charlene Corley, IHM Academy of EMS, and Mr. James Forsythe, Metro Business College. Because both of these individuals have not completed full terms on the committee, they are eligible for reappointment for a full term.

The Commissioner has reappointed Ms. Corley and Mr. Forsythe to fill the two regular vacancies. These appointments are for a term of three years beginning on January 1, 2014, and expiring on December 31, 2016.

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. Additionally, the appointments maintain compliance with the statutory requirements regarding representation on the committee by institutional type.

### **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, 2014, 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. In addition, the statute requires that at least three members of the committee represent degree-granting schools, at least one of which must grant a baccalaureate or higher level degree. The statute 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, two regular vacancies will occur on the PSAC. The Commissioner has reappointed Ms. Charlene Corley and Mr. James Forsythe to fill the two regular vacancies. These appointments are for a term of three years beginning on January 1, 2014 and expiring on December 31, 2016.

Ms. Corley is the director of education for the IHM Academy of EMS, located in St. Louis Missouri. IHM offers a range of non-degree programs in emergency medical services and related areas. Although IHM is not institutionally accredited, it holds specialized accreditation from the Commission on Accreditation of Allied Health Education Programs for its emergency medical technician-paramedic programs. Ms. Corley has worked in the emergency medical services area for over 25 years and has been with IHM for the past 10 years. She holds a Bachelor of Science degree from the University of Arizona as well as specialized certifications as an emergency medical technician and a paramedic.

Mr. Forsythe is the campus director for the Metro Business College campus located in Arnold, Missouri. Metro Business College is based in Cape Girardeau, with additional campuses in Rolla, Jefferson City and Arnold, and offers certificate and associate degree programs in allied health and business. It is accredited by Accrediting Council for Independent Colleges and Schools. Mr. Forsythe has been involved in private career education for more the 25 years, holding a range of campus and regional administrative positions with institutions in Missouri and Illinois. In addition, his career in education includes experience as an educator at the secondary and postsecondary level. He holds a Bachelor of Science and a Master of Science in Education from Southern Illinois University – Carbondale.

## PROPRIETARY SCHOOL ADVISORY COMMITTEE

### Membership Roster January 1, 2014

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 104<sup>th</sup> Street, Suite 300  
Kansas City, MO 64131 (816) 942-5475  
**(Term expires 12/31/2014)**

Ms. Charlene Corley  
Director of Education  
IHM Academy of EMS  
2500 Abbott Place  
St. Louis, MO 63143 (314) 768-1234  
**(Term expires 12/31/2016)**

Ms. Deborah Crow  
Campus Director  
Bryan University  
3215 LaMone Industrial Blvd.  
Columbia, MO 65201 (573) 777-5550  
**(Term expires 12/31/2015)**

Mr. James Forsythe  
Campus Director  
Metro Business College  
2132 Tenbrook Road  
Arnold, MO 63010 (636) 296-9300  
**(Term expires 12/31/2016)**

Ms. Victoria Queen  
President  
Victory Trade School  
1715 North Boonville  
Springfield, MO 65803 (417) 864-2221  
**(Term expires 12/31/2014)**

Mr. Varghese K. Samuel  
Director of Education and Compliance  
American Trade School  
3925 Industrial Drive  
St. Ann, MO 63074 (314) 423-1900  
**(Term Expires 12/31/2015)**

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Coordinating Board for Higher Education  
Proprietary School Certification Program Annual Report  
December 5, 2013

### **DESCRIPTION**

The Missouri Department of Higher Education's Proprietary School Certification Program (Program) provides oversight of certain types of Missouri-based and out-of-state private, postsecondary education providers. The oversight program is committed to the mission of the Coordinating Board and the department to "support a diverse system of affordable, accessible, high-quality educational institutions." The intent of this board item is to provide an overview of the Proprietary School Certification Program as well as a summary of current activities and challenges.

### **Background**

The Proprietary School Certification Program was created by statute in 1983 and became effective in 1985. The program is intended to provide a level of consumer protection through the establishment of minimum standards for school operations and for the periodic monitoring of each certified school to ensure students are treated in a fair and equitable manner in accordance with published school policies.

### **Purpose**

Consumer protection is the basic tenet of the Proprietary School Certification program. School applications must include detailed descriptions of policies and procedures, personnel qualifications, curriculum, and information on the financial stability of the school. Schools seeking certification that do not meet minimum standards must either revise the application or withdraw from consideration. Schools found to be in violation of certification standards, either through a complaint filed by a student or as the result of a site visit, must work with program staff to address deficiencies in a timely manner.

### **Recent Statutory Revisions / Rule Changes**

Prior to 2012, the Proprietary statutes had been twice modified to revise operational standards and to include criteria for exemption. House Bill 1042, which went into effect on August 28, 2012, changed the way in which the Proprietary School Certification program operates. Prior to that date, revenue generated through certification fees were deposited into general revenue from which appropriations to the program were allocated by the legislature.

The statutory revisions included in HB 1042 not only established a dedicated fund into which all fees are deposited but also included language to:

- Increase the fee charged for an annual certificate of approval;
- Increase the maximum amount of a school's security bond;
- Provide an option for eligible schools to receive a two-year certificate of approval;
- Authorize the Coordinating Board to establish additional fees to support the operation of the Proprietary School Certification Program; and
- Require the review of new program proposals within 90 days and program revisions within 60 days of submission.

## **Current Projects and Initiatives**

### *Electronic Data Submission*

House Bill 1042 requires the department to facilitate the submission of data electronically by institutions, subject to appropriations. The department is drafting a bid proposal for a provider to develop and implement an electronic system for the submission and processing of required data. It is the intent of the department that this web-based system will provide a portal through which applications may be submitted, provide real-time updates on the status of application and program reviews, assist in the submission of recertification data including verification of program information and financial viability, and act as a platform whereby interested parties may download reports on an individual school or schools.

### *State Authorization Reciprocity Agreement*

The State Authorization Reciprocity Agreement (SARA) is the proposed national model for interstate reciprocity for distance education delivery. With support from a Lumina grant, the Midwestern Higher Education Compact (MHEC) is working with member states to develop the necessary legislative language to implement SARA. Among the primary tenets of the SARA process are 1) that it be open to all institutions that possess US Department of Education recognized accreditation and 2) that all institutions are treated equitably in the review and approval process.

State and institutional participation is voluntary. As such, it is uncertain what affect SARA may have on the Proprietary School Certification Program. Schools with a physical presence in Missouri would be required to continue to meet certification standards and maintain a certificate of approval to operate. Should Missouri choose and be accepted to participate in SARA, the department will review current legislation and regulations to bring all areas into compliance with the requirements of the reciprocity agreement.

It should be noted that it is likely the program will experience a financial impact from SARA participation. The schools that are certified only for purposes of student recruitment may no longer be subject to Missouri oversight if they and their home states are SARA participants. These 23 schools paid almost \$50,000 in program review and annual fees since March 2013 when the new fee levels were fully implemented.

### Statistical Summary

Extensive institutional and student data are collected from certified proprietary schools each year. These data are intended to provide insight into the characteristics, scope and economic impact of the proprietary school sector. In years past, the department published a statistical summary of the proprietary sector of Missouri postsecondary education. Due to staff reductions, the department has been inconsistent in its publication of these data.

With the shift from a general revenue-funded to a fee-funded program and the hiring of a new staff member, the department is committed to reviving the Proprietary Statistical Summary and providing regular updates to the data. While a framework for the revised summary has not been completed, it is the intent of staff to ensure the summary tables are developed in a user-friendly format and that reports may be more readily generated from the aggregate data.

### **Program Challenges**

#### Gainful Employment

The US Department of Education published regulations in 2011 requiring certain programs at for-profit schools and community colleges to meet guidelines pertaining to loan repayment and debt-to-income ratios. A federal judge ruled that aspects of the regulations were insufficiently justified and invalidated that segment of the regulations. The USDE has re-entered into negotiated rulemaking with stakeholders to draft new regulations regarding gainful employment. The negotiated rulemaking committee met November 18 – 20, 2013, and will meet once more in December 2013.

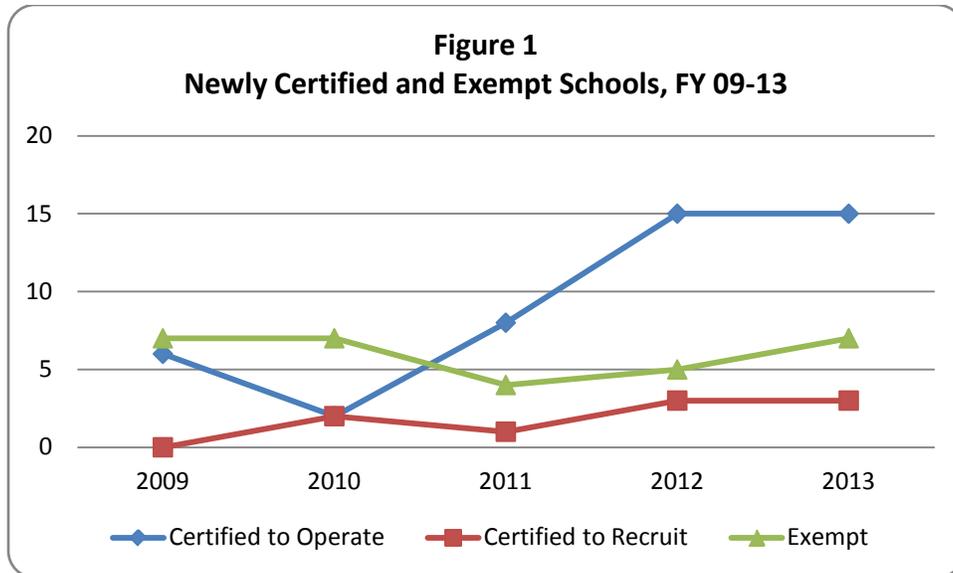
In the most recent draft language (dated November 8, 2013), the USDE is recommending three metrics including a program cohort default rate, a loan repayment measure tied to annual program loan balances, and a debt-to-earnings ratio. The new language requires schools with programs at risk of ineligibility to maintain funds or lines of credit to lower graduate debt and includes certain programmatic accreditation verifications. Programs that fail to meet gainful employment standards may be determined ineligible for federal financial aid. The negotiated rulemaking committee is expected to discuss and vote on each proposal within the draft. A final rule is anticipated to be published in 2014.

### **Program Performance\***

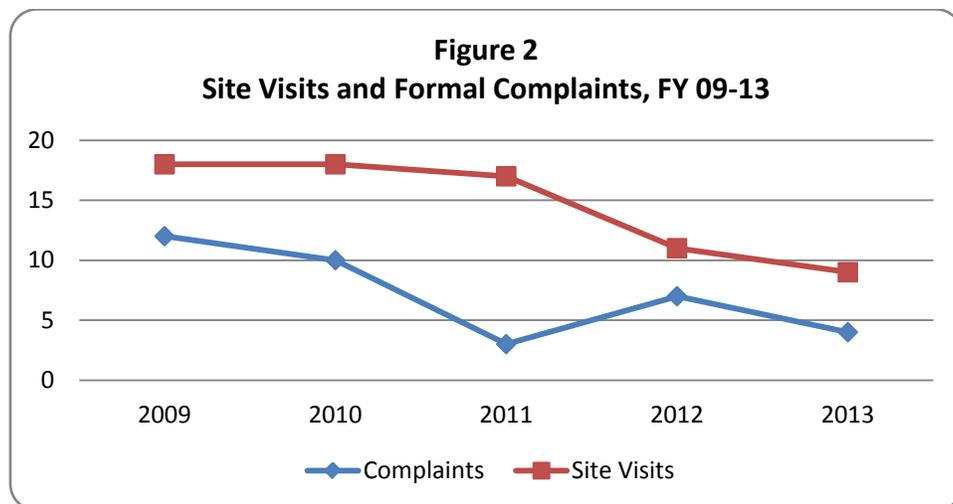
- 151 schools certified to operate in Missouri (including branch campuses)
- 23 schools certified to recruit students in Missouri
- 3,441 programs offered (FY 2013)
- 91,192 students enrolled
- 20,176 completions
- \$545,345,911 in financial aid to 69,177 students

*\*Data is for Calendar Year 2012 unless otherwise noted*

From FY09 through FY13, the number of newly certified schools has substantially increased, with total of 46 new schools certified to operate in Missouri during that period. During that same time frame, the MDHE approved nine schools to recruit in the state and recognized 30 schools as exempt from certification (see Figure 1).



As Figure 2 illustrates, the Proprietary School Certification Program has seen the number of formal complaints decrease from 18 in FY09 to 9 in FY13. Over the reported period, the MDHE received 36 formal complaints pertaining to certified schools. Figure 2 also displays the number of on-site visits involving MDHE staff. Department staff participates in accreditation site visits as well as conducts independent visits to school locations. During the last five years, MDHE staff has participated in 73 MDHE or accreditation site visits.



The decrease in complaints is attributed in part to efforts by schools and MDHE staff to resolve grievances before they rise to the level of a formal complaint. Students are required to provide

verification that they have exhausted the grievance process at the school prior to filing a formal complaint with the department.

Staff reductions and the department's move from the Amazonas location to the Jefferson Building were responsible in part for the decline in the number of site visits. With the addition of a new research associate to the Program staff, the number of site visits is expected to increase over the next several years, which will aid significantly in the department's oversight responsibilities.

### **Conclusion**

Proprietary schools play a valuable role in the Missouri system of postsecondary education by offering diverse programs and training that can lead to productive careers. A postsecondary education is an investment in the future, and Missouri students should have confidence that the schools in which they enroll provide education and training that is consistent with the published objectives of the instructional programs and the school.

### **STATUTORY REFERENCE**

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

### **RECOMMENDED ACTION**

This is an information item only.

### **ATTACHMENT**

None

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Coordinating Board for Higher Education  
Fall 2013 Enrollment: A Preliminary Report  
December 5, 2013

### **DESCRIPTION**

The intent of this item is to present information regarding enrollment trends in Missouri's public colleges and universities as well as present a picture of enrollment at Missouri's independent institutions. Any enrollment figures involving fall 2013 should be considered preliminary as additional corrections to the underlying data are possible.

The attachment includes several charts displaying enrollment figures delineated by sector and institution. There are separate charts for full-time equivalent (FTE) 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**

By far the most significant finding associated with fall 2013 enrollment figures is that they indicate a continued decline in several measures of enrollment. The changes over a five-year period still reflect the enrollment growth at many institutions and across both public sectors over the past several years but the shorter-term trends are much different.

- As of fall 2013, Missouri's public sector of postsecondary education enrolled more than 254,000 students, representing a full-time equivalent enrollment of more than 186,000.
- Total headcount enrollment for the public sector decreased by about 2,600 students or about one percent from fall 2012 to fall 2013, and FTE enrollment decreased by about 4,500 or about two and one-half percent.
- Public four-year institutions' headcount enrollment increased very modestly by about 960 students or a little less than one percent from fall 2012 to fall 2013, and FTE enrollment increased by almost 450 students or a little less than one-half percent.
- Headcount enrollment for public two-year colleges decreased by about 3,600 students or approximately 3.3 percent from fall 2012 to fall 2013, and FTE enrollment decreased by nearly 5,000 students or more than six and one-half percent.
- As of fall 2013, Missouri's independent sector of postsecondary education enrolled almost 134,000 students, representing a full-time equivalent enrollment of nearly 79,000.
- Headcount enrollment for the independent sector increased by approximately 1,700 students or about 1.3 percent from fall 2012 to fall 2013, and FTE enrollment decreased by just over 12,000 students or about 13 percent.

**STATUTORY REFERENCE**

N/A

**RECOMMENDED ACTION**

This is an information item only

**ATTACHMENT(S)**

Attachment: Fall 2013 Enrollment Tables

**TRENDS IN FTE ENROLLMENT  
INDEPENDENT INSTITUTIONS**

		2008	2010	2011	2012	2013	1-year Change	3-year Change	5-year Change
<b>Indp Two-Year</b>	Wentworth Military Academy	927	429	480	461	343	-25.6%	-21.3%	-63.0%
	<b>Sector Subtotal</b>	<b>927</b>	<b>429</b>	<b>480</b>	<b>461</b>	<b>343</b>	<b>-25.6%</b>	<b>-21.3%</b>	<b>-63.0%</b>
<b>Independent Four-Year</b>	Avila University	1,677	1,418	1,390	1,468	1,523	3.7%	7.5%	-9.2%
	Central Methodist University - CGES	1,565	No Data	1,876	2,014	1,470	-27.0%	No Data	-6.1%
	Central Methodist University - CLAS	1,010	No Data	1,144	1,149	1,076	-6.4%	No Data	6.5%
	College of the Ozarks	1,319	1,283	1,517	1,511	1,751	15.9%	30.9%	32.8%
	Columbia College	10,655	10,557	11,980	6,299	5,964	-5.3%	-45.2%	-44.0%
	Cottey College	329	327	344	309	281	-9.1%	-14.0%	-14.6%
	Culver-Stockton College	768	759	732	751	823	9.6%	8.7%	7.2%
	Drury University	4,084	4,174	3,981	3,890	3,278	-15.7%	-22.3%	-19.7%
	Evangel university	1,747	1,836	1,957	1,939	2,131	9.9%	16.5%	22.0%
	Fontbonne University	2,369	1,911	1,730	1,534	1,498	-2.3%	-19.0%	-36.8%
	Hannibal-LaGrange University	942	956	947	1,010	988	-2.2%	3.5%	4.9%
	Lindenwood University	8,435	9,790	9,818	10,260	10,436	1.7%	7.4%	23.7%
	Maryville University	2,486	2,730	2,873	3,018	3,474	15.1%	28.7%	39.7%
	Missouri Baptist University	2,781	1,104	2,950	2,910	1,723	-40.8%	22.4%	-38.0%
	Missouri Valley College	1,521	No Data	1,576	1,544	1,380	-10.6%	No Data	-9.3%
	Park University	5,535	4,636	4,550	4,581	1,210	-73.6%	-70.4%	-78.1%
	Rockhurst University	2,325	2,265	2,202	2,292	2,365	3.2%	4.1%	1.7%
	Saint Louis University	12,117	13,384	12,902	12,901	11,707	-9.3%	-13.3%	-3.4%
	Southwest Baptist University	2,706	2,894	2,925	3,112	3,004	-3.5%	3.7%	11.0%
	Stephens College	1,014	954	851	870	676	-22.3%	-26.0%	-33.3%
	Washington University	12,002	12,636	12,694	12,903	12,281	-4.8%	-2.9%	2.3%
	Webster University	11,234	11,381	10,990	10,759	5,320	-50.6%	-53.7%	-52.6%
	Westminster College (MO)	992	1,162	1,094	1,094	1,059	-3.2%	-9.5%	6.8%
William Jewell College	1,116	1,033	1,033	1,037	1,050	1.3%	1.6%	-5.9%	
William Woods University	1,897	1,692	1,549	1,364	1,765	29.4%	4.1%	-7.0%	
	<b>Sector Subtotal</b>	<b>92,626</b>	<b>88,882</b>	<b>95,605</b>	<b>90,519</b>	<b>78,233</b>	<b>-13.6%</b>	<b>-11.5%</b>	<b>-15.5%</b>
<b>Statewide Totals - Independents</b>		<b>93,553</b>	<b>89,311</b>	<b>96,085</b>	<b>90,980</b>	<b>78,576</b>	<b>-13.6%</b>	<b>-11.5%</b>	<b>-16.0%</b>
<b>Statewide Totals - ALL INSTITUTIONS</b>		<b>262,478</b>	<b>280,892</b>	<b>289,817</b>	<b>281,859</b>	<b>264,927</b>	<b>-6.0%</b>	<b>-5.8%</b>	<b>0.9%</b>

**TRENDS IN HEADCOUNT ENROLLMENT  
INDEPENDENT INSTITUTIONS**

		2008	2010	2011	2012	2013	1-year Change	3-year Change	5-year Change
<b>Indp Two-Year</b>	Wentworth Military Academy	1,588	939	890	808	844	4.5%	-10.1%	-46.9%
	<b>Sector Subtotal</b>	<b>1,588</b>	<b>939</b>	<b>890</b>	<b>808</b>	<b>844</b>	4.5%	-10.1%	-46.9%
<b>Independent Four-Year</b>	Avila University	1,939	1,876	1,818	1,908	1,971	3.3%	5.1%	1.7%
	Central Methodist University - CGES	3,271	3,420	4,011	4,237	4,597	8.5%	34.4%	40.5%
	Central Methodist University - CLAS	1,031	1,176	1,172	1,173	1,107	-5.6%	-5.9%	7.4%
	College of the Ozarks	1,334	1,380	1,388	1,388	1,535	10.6%	11.2%	15.1%
	Columbia College	14,081	16,962	18,137	17,852	17,084	-4.3%	0.7%	21.3%
	Cottey College	331	307	323	292	283	-3.1%	-7.8%	-14.5%
	Culver-Stockton College	810	771	752	769	843	9.6%	9.3%	4.1%
	Drury University	5,260	5,572	5,324	5,228	4,649	-11.1%	-16.6%	-11.6%
	Evangel University	1,911	2,072	2,168	2,079	2,274	9.4%	9.7%	19.0%
	Fontbonne University	2,967	2,532	2,293	2,075	1,997	-3.8%	-21.1%	-32.7%
	Hannibal-LaGrange University	1,099	1,191	1,127	1,214	1,230	1.3%	3.3%	11.9%
	Lindenwood University	10,074	11,345	11,142	11,903	12,213	2.6%	7.7%	21.2%
	Maryville University	3,517	3,676	3,846	4,203	5,033	19.7%	36.9%	43.1%
	Missouri Baptist University	4,614	5,062	5,186	5,212	5,345	2.6%	5.6%	15.8%
	Missouri Valley College	1,727	1,790	1,766	1,734	1,724	-0.6%	-3.7%	-0.2%
	Park University	12,457	12,022	11,759	11,787	11,012	-6.6%	-8.4%	-11.6%
	Rockhurst University	3,086	2,895	2,801	2,808	2,920	4.0%	0.9%	-5.4%
	Saint Louis University	16,086	17,709	17,859	17,646	17,341	-1.7%	-2.1%	7.8%
	Southwest Baptist University	3,656	3,669	3,614	3,856	3,751	-2.7%	2.2%	2.6%
	Stephens College	1,147	1,123	1,032	899	851	-5.3%	-24.2%	-25.8%
	Washington University	13,339	13,820	13,908	13,952	14,048	0.7%	1.6%	5.3%
	Webster University	19,154	19,342	18,901	18,563	17,200	-7.3%	-11.1%	-10.2%
	Westminster College	1,000	1,167	1,102	1,084	1,039	-4.2%	-11.0%	3.9%
	William Jewell College	1,210	1,060	1,060	1,052	1,043	-0.9%	-1.6%	-13.8%
William Woods University	2,305	2,185	2,054	1,830	1,891	3.3%	-13.5%	-18.0%	
	<b>Sector Subtotal</b>	<b>127,406</b>	<b>134,124</b>	<b>134,543</b>	<b>134,744</b>	<b>132,981</b>	-1.3%	-0.9%	4.4%
<b>Statewide Totals - Independents</b>		<b>128,994</b>	<b>135,063</b>	<b>135,433</b>	<b>135,552</b>	<b>133,825</b>	-1.3%	-0.9%	3.7%
<b>Statewide Totals - ALL INSTITUTIONS</b>		<b>358,280</b>	<b>391,004</b>	<b>394,373</b>	<b>392,493</b>	<b>388,134</b>	-1.1%	-0.7%	8.3%

**TRENDS IN FTE ENROLLMENT  
PUBLIC INSTITUTIONS**

		2008	2010	2011	2012	2013	1-year Change	3-year Change	5-year Change
<b>Public Two-Year</b>	Crowder College	2,440	3,309	3,407	3,464	2,561	-26.1%	-22.6%	5.0%
	East Central College	2,222	2,919	2,686	2,626	2,511	-4.4%	-14.0%	13.0%
	Jefferson College	3,471	4,290	4,061	3,776	3,523	-6.7%	-17.9%	1.5%
	Linn State Technical College	976	1,133	1,161	1,236	1,326	7.3%	17.0%	35.9%
	Metropolitan Community Colleges	10,789	12,978	12,782	12,198	11,630	-4.7%	-10.4%	7.8%
	Mineral Area College	2,125	2,848	2,901	2,751	3,521	28.0%	23.6%	65.7%
	Missouri State University - West Plains	1,223	1,551	1,463	1,422	1,221	-14.1%	-21.3%	-0.2%
	Moberly Area Community College	2,650	3,725	3,819	3,743	3,759	0.4%	0.9%	41.8%
	North Central Missouri College	1,017	1,229	1,204	1,156	906	-21.6%	-26.3%	-10.9%
	Ozarks Technical Community College	7,221	9,241	10,028	9,972	9,745	-2.3%	5.5%	35.0%
	St. Charles Community College	4,743	5,391	5,455	5,064	4,844	-4.3%	-10.1%	2.1%
	St. Louis Community Colleges	18,806	22,496	22,204	20,205	18,289	-9.5%	-18.7%	-2.7%
	State Fair Community College	2,314	3,320	3,468	3,400	2,741	-19.4%	-17.4%	18.5%
	Three Rivers Community College	1,992	2,694	2,950	3,234	2,699	-16.5%	0.2%	35.5%
	<b>Sector Subtotal</b>	<b>61,989</b>	<b>77,125</b>	<b>77,588</b>	<b>74,246</b>	<b>69,276</b>	<b>-6.7%</b>	<b>-10.2%</b>	<b>11.8%</b>
<b>Public Four-Year</b>	Harris Stowe State University	1,433	1,352	1,263	1,188	1,053	-11.4%	-22.1%	-26.5%
	Lincoln University	2,243	2,471	2,490	2,270	1,997	-12.0%	-19.2%	-11.0%
	Missouri Southern State University	4,184	4,618	4,358	4,296	4,400	2.4%	-4.7%	5.2%
	Missouri State University	15,604	16,440	16,295	16,435	16,764	2.0%	2.0%	7.4%
	Missouri University of Science & Technology	5,450	6,159	6,372	6,448	6,791	5.3%	10.3%	24.6%
	Missouri Western State University	4,227	4,783	4,830	4,590	4,416	-3.8%	-7.7%	4.5%
	Northwest Missouri State University	5,673	5,921	5,930	5,663	5,482	-3.2%	-7.4%	-3.4%
	Southeast Missouri State University	8,172	8,888	9,201	9,320	9,334	0.2%	5.0%	14.2%
	Truman State University	5,652	5,677	5,671	5,615	5,609	-0.1%	-1.2%	-0.8%
	University of Central Missouri	8,736	9,049	9,279	9,462	9,869	4.3%	9.1%	13.0%
	University of Missouri-Columbia	25,834	27,830	29,013	29,840	29,869	0.1%	7.3%	15.6%
	University of Missouri-Kansas City	10,150	11,042	11,255	11,386	11,390	0.0%	3.1%	12.2%
	University of Missouri-St. Louis	9,578	10,226	10,189	10,120	10,101	-0.2%	-1.2%	5.5%
	<b>Sector Subtotal</b>	<b>106,936</b>	<b>114,456</b>	<b>116,144</b>	<b>116,634</b>	<b>117,075</b>	<b>0.4%</b>	<b>2.3%</b>	<b>9.5%</b>
<b>Statewide Totals - Publics</b>		<b>168,925</b>	<b>191,581</b>	<b>193,733</b>	<b>190,879</b>	<b>186,351</b>	<b>-2.4%</b>	<b>4.3%</b>	<b>10.3%</b>
<b>Statewide Totals - ALL INSTITUTIONS</b>		<b>262,478</b>	<b>191,581</b>	<b>289,817</b>	<b>281,859</b>	<b>264,927</b>	<b>-6.0%</b>	<b>38.3%</b>	<b>0.9%</b>

**TRENDS IN HEADCOUNT ENROLLMENT  
PUBLIC INSTITUTIONS**

		2008	2010	2011	2012	2013	1-year Change	3-year Change	5-year Change
<b>Public Two-Year</b>	Crowder College	3,531	5,228	5,408	5,575	5,485	-1.6%	4.9%	55.3%
	East Central College	3,591	4,471	4,127	4,043	3,900	-3.5%	-12.8%	8.6%
	Jefferson College	5,145	6,192	6,007	5,494	5,194	-5.5%	-16.1%	1.0%
	Linn State Technical College	983	1,176	1,168	1,212	1,295	6.8%	10.1%	31.7%
	MCCCKC	17,797	21,095	21,247	20,118	19,225	-4.4%	-8.9%	8.0%
	Mineral Area College	3,238	3,958	4,035	3,775	4,508	19.4%	13.9%	39.2%
	Missouri State University - West Plains	1,834	2,219	2,129	2,082	2,123	2.0%	-4.3%	15.8%
	Moberly Area Community College	3,972	5,440	5,659	5,291	5,793	9.5%	6.5%	45.8%
	North Central Missouri College	1,520	1,832	1,783	1,769	1,775	0.3%	-3.1%	16.8%
	Ozarks Technical Community College	11,116	13,901	15,177	15,123	14,794	-2.2%	6.4%	33.1%
	St. Charles Community College	7,334	8,202	8,174	7,642	7,396	-3.2%	-9.8%	0.8%
	St. Louis Community Colleges	26,295	29,123	29,230	26,613	23,825	-10.5%	-18.2%	-9.4%
	State Fair Community College	3,507	4,819	5,073	5,114	5,184	1.4%	7.6%	47.8%
	Three Rivers Community College	3,114	3,730	4,234	4,651	4,406	-5.3%	18.1%	41.5%
<b>Sector Subtotal</b>	<b>92,977</b>	<b>111,386</b>	<b>113,451</b>	<b>108,502</b>	<b>104,903</b>	<b>-3.3%</b>	<b>-5.8%</b>	<b>12.8%</b>	
<b>Public Four-Year</b>	Harris Stowe State University	1,854	1,716		1,484	1,298	-12.5%	-24.4%	-30.0%
	Lincoln University	3,109	3,349	3,388	3,205	3,043	-5.1%	-9.1%	-2.1%
	Missouri Southern State University	5,264	5,802	5,591	5,417	5,616	3.7%	-3.2%	6.7%
	Missouri State University	19,489	20,411	20,274	20,628	21,265	3.1%	4.2%	9.1%
	Missouri University of Science & Technology	6,367	7,205	7,520	7,644	8,129	6.3%	12.8%	27.7%
	Missouri Western State University	5,508	6,099	6,259	6,056	5,802	-4.2%	-4.9%	5.3%
	Northwest Missouri State University	6,687	7,138	7,222	6,830	6,483	-5.1%	-9.2%	-3.1%
	Southeast Missouri State University	10,736	11,067	11,456	11,672	11,918	2.1%	7.7%	11.0%
	Truman State University	5,880	6,032	6,098	6,226	6,215	-0.2%	3.0%	5.7%
	University of Central Missouri	11,063	11,345	11,637	11,878	12,494	5.2%	10.1%	12.9%
	University of Missouri-Columbia	30,130	32,341	33,762	34,704	34,616	-0.3%	7.0%	14.9%
	University of Missouri-Kansas City	14,481	15,259	15,473	15,990	15,718	-1.7%	3.0%	8.5%
	University of Missouri-St. Louis	15,741	16,791	16,809	16,705	16,809	0.6%	0.1%	6.8%
	<b>Sector Subtotal</b>	<b>136,309</b>	<b>144,555</b>	<b>145,489</b>	<b>148,439</b>	<b>149,406</b>	<b>0.7%</b>	<b>3.4%</b>	<b>9.6%</b>
<b>Statewide Totals - Publics</b>		<b>229,286</b>	<b>255,941</b>	<b>258,940</b>	<b>256,941</b>	<b>254,309</b>	<b>-1.0%</b>	<b>-0.6%</b>	<b>10.9%</b>
<b>Statewide Totals - ALL INSTITUTIONS</b>		<b>358,280</b>	<b>391,004</b>	<b>394,373</b>	<b>392,493</b>	<b>388,134</b>	<b>-0.5%</b>	<b>4.2%</b>	<b>8.3%</b>

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Coordinating Board for Higher Education  
Off-campus Delivery of Academic Programs  
December 5, 2013

### DESCRIPTION

The Coordinating Board for Higher Education has statutory responsibility to approve both the establishment of residence centers and the off-site delivery of existing programs, while also having the authority to monitor course delivery at instructional sites. (RSMo 173.005.2(4); 6 CSR 10-4.010; 6 CSR 10-6.020) Since 2008, federal regulation has increased the number of requirements accredited institutions must fulfill, including increased documentation from state governing agencies regarding institutional changes and the addition of new locations. In May 2013, the MDHE began identifying all off-site programs and residence centers to align its records with those of the institutions. This agenda item reports on the progress of this effort.

#### Summary

CBHE policy identifies three types of off-campus locations, summarized in the table below. In September, the MDHE presented inventories for both residence centers and off-campus locations. The purpose of this update was to align institutional records and definitions with the MDHE for accuracy, develop an accurate baseline for revising proposal guidelines, and to update the state's program database.

<b>Types of Off-Campus Locations Requiring CBHE Approval</b>	
Residence Center	Administrative presence; courses offered each semester; can deliver either courses or program approved at the main campus
Off-site delivery of existing program	Program-level instruction (program approved at the main campus)
External or Instructional Site	Course-level instruction, including dual credit; less than 50% of any program

The second phase required collecting information on instructional sites. In September, MDHE staff sent to each institution's chief academic officer for verification an inventory of each institution's instructional sites and a copy of the off-site center inventory. These efforts are still in process, but should be completed for the board's review at the February meeting.

Once, the data collection phase of the off-site center update is complete. MDHE staff will use information from this inventory to align records, and to inform an intensive review of all academic program proposal guidelines for inconsistent definitions and guidelines.

**STATUTORY REFERENCE**

RSMo 173.005/2(4); 6 CSR 10-4.010; 6 CSR 10-6.020. Statutory requirements regarding CBHE authority to approve academic programs, including requirements for off-site locations

**RECOMMENDED ACTION**

This is an information item only.

**ATTACHMENT(S)**

None

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Coordinating Board for Higher Education  
COTA Reorganization Update  
December 5, 2013

### **DESCRIPTION**

The CBHE is given responsibility in statute, Section 173.005.2(6) RSMo, to “establish guidelines to promote and facilitate the transfer of students between institutions of higher education within the state.” In fulfilling this responsibility, the CBHE has utilized a standing advisory committee to ensure that transfer and articulation policies are developed, evaluated and monitored. The CBHE Committee on Transfer and Articulation (COTA) serves in this capacity. This agenda item summarizes the reorganization of COTA.

### **Summary**

In October 2013, the Council of Chief Academic Officers (CCAO) approved the reorganization of COTA and its advisory council, COTA-AC. The CCAO has assumed many of the broad, high-level responsibilities which COTA previously had addressed. The MDHE and the CCAO agree that there is an important need for a committee dedicated to matters of transfer and articulation. Therefore, we recommend that the COTA-AC be disbanded. We further recommend that current COTA-AC members will now assume the roles and responsibilities of COTA, and serve as an advisory council to the CCAO.

COTA members will continue to be nominated by an open nomination process, selected by the Commissioner of Higher Education and serve three year terms on a rotating basis. Nominated members will have knowledge and working experience in order to provide advice and recommendations. COTA will work with the CCAO to identify, evaluate and implement important initiatives that will strengthen transfer and articulation across all sectors of Missouri's educational system. COTA will continue to fulfill historical functions listed in the COTA Structure attachment. COTA will also assume from COTA-AC the task of planning and hosting the annual Conference on Transfer and Articulation.

COTA will continue to represent each post-secondary sector and be composed of eight members, one of which will serve as chairperson of the committee and one of which shall serve as the treasurer. Members shall consist of three representatives from public two-year colleges; three representatives from the public four-year colleges and universities, one of which must be from the University of Missouri, one of which must be from the other public four-year institutions and one of which is allowed from any Missouri public four-year institution; one representative from independent two-year colleges or two-year proprietary institutions; and one representative from independent four-year colleges and universities. In addition, the Commissioner, or a designated representative, will sit as an *ex-officio* voting member of the committee.

**STATUTORY REFERENCE**

Section 173.005.2(6), RSMo, Statutory responsibilities of the Coordinating Board for Higher Education

**RECOMMENDED ACTION**

This is an information item only.

**ATTACHMENTS**

Attachment A: COTA Structure, Function and Short History

## **COTA Structure, Function and Short History**

The CBHE is given responsibility in statute, Section 173.005.2(6) RSMo, to “establish guidelines to promote and facilitate the transfer of students between institutions of higher education within the state.” In fulfilling this responsibility, the CBHE has utilized a standing advisory committee to ensure that transfer and articulation policies are developed, evaluated, and monitored. The CBHE Committee on Transfer and Articulation (COTA) serves in this capacity.

### **COMMITTEE ON TRANSFER AND ARTICULATION (from CBHE Public Policies)**

The CBHE has established a Committee on Transfer and Articulation, consisting of eight members, with responsibility to oversee the implementation of the guidelines as set forth in this policy statement.

The Committee on Transfer and Articulation will be composed of eight members appointed by the Commissioner of Higher Education, one of which shall serve as chairperson of the committee. Members shall consist of three representatives from public two-year colleges; three representatives from the public four-year colleges and universities, one of which must be from the University of Missouri and one of which must be from the other public four-year institutions; one representative from independent two-year colleges or two-year proprietary institutions; and one representative from independent four-year colleges and universities. In addition, the Commissioner, or a designated representative, will sit as an *ex-officio* voting member of the committee. The Committee on Transfer and Articulation is encouraged to seek the counsel of faculty and other institutional representatives in the performance of its functions. Those functions shall include the following:

- Conduct a bi-annual review of the provisions of the college transfer guidelines and recommend such revisions as are needed to promote the success and general well-being of the transfer student;
- Review and make recommendations concerning transfer issues brought before it by institutions;
- Recommend modifications of institutional policies and procedures that, in the committee's judgment, would enhance and facilitate the transfer of students;
- Study nontraditional credits and develop transfer guidelines for them;
- Systematically solicit suggestions and data from administrators, faculty, and students concerning matters of transfer;
- Develop a job description for an articulation officer's position that defines duties and is an acknowledgement of common expectations among the institutions;
- Maintain an annually updated list of institutional articulation officers who have been appointed by the president or CEO of each institution;

- Review and make recommendations for change concerning the CBHE brochure, "Transfer Guidelines: Students' Rights and Responsibilities";
- Monitor both the sending and receiving institutions to determine whether they are informing transfer students of their rights and responsibilities;
- Review and recommend resolution of individual cases of appeal from institutions and/or students per Section B;
- Prepare and submit to the CBHE, for such action and distribution as the CBHE deems appropriate, an annual report of committee meetings, as well as actions and recommendations, including a report of student and institutional appeals cases. The chairperson must convene the committee at least once a year; and
- Establish committee rules of procedure and meeting, on the call of the chairperson, as is necessary to perform its functions.

#### **Committee on Transfer and Articulation Advisory Committee (COTA-AC)**

COTA-AC members are elected to three year terms on a rotating system. COTA-AC is designed so that each post-secondary sector is represented.

*The COTA Advisory Committee (AC) is to act as an advisory committee to COTA. Its primary role is to review proposed revisions and initiatives to statewide transfer and articulation policies and to assess, evaluate, and provide feedback on the feasibility of implementation of said proposals. Additionally, the AC will bring forward to COTA any issues or emerging trends that will affect the transfer of students and/or post-secondary credits between institutions in this state.*

COTA will work with the Advisory Council to identify, evaluate, and implement important initiatives which will strengthen transfer and articulation across all sectors of Missouri's educational system. Thank you for your willingness to participate in this important organization.

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Coordinating Board for Higher Education  
Dual Credit Policy Review and Revision  
December 5, 2013

### **DESCRIPTION**

Missouri statutes allow public high schools to offer dual credit courses, college-level courses to high school students in cooperation with public and private colleges and universities. The Coordinating Board for Higher Education's Dual Credit Policy and Principles of Good Practice for Dual Credit Courses established standards and expectations with which all Missouri institutions of higher education offering dual credit programs are expected to comply. The MDHE concluded in its 2012 Dual Credit Survey Summary Report that the dual credit policy guidelines need to be updated, and recommended that a full review of the guidelines be undertaken as soon as possible. This item reports on the progress of the review.

### **SUMMARY**

In 2010, 2011, and 2012, the MDHE surveyed institutions regarding their compliance with the CBHE Dual Credit Policy. Based on the data received, and with the encouragement of leaders from COPHE and MCCA, the MDHE concluded the policy was in need of review and revision. The Council of Chief Academic Officers affirmed this decision, at its October 2013 meeting, declaring that the revision of the policy in light of current educational contexts should be a top priority.

One particular shortcoming of the existing policy is that it is silent on other "early college" programs, which have grown in numbers because of demand and initiatives to improve college completion and reduce costs. To address this policy gap, the CBHE in 2009 directed the MDHE—through the establishment of an Early College Workgroup—to make recommendations for any legislative initiatives or public policy initiatives related to early college programs in Missouri. Circumstances, including the impact of the recession and reductions in MDHE staff, compelled the department to put the effort on hold.

The MDHE intends to revive the Early College Workgroup and fulfill the charge to revise the CBHE Dual Credit Policy. The MDHE staff and representatives from both public and independent institutions of higher education will collaborate to review and revise the policy to reflect current educational needs and best practices as identified by national and regional accrediting organizations; to consider innovative and creative methods of meeting rural district educational needs; to develop a data collection instrument; and to ensure statewide compliance to the policy. The review will include but is not limited to the following areas: definitions of terms, alignment to national and regional accrediting agencies, acceptable approaches to delivery and the needs of isolated rural districts, the use of technology for distance instruction as well as teacher mentoring, how to ensure compliance, and the development of a strong data collection instrument.

The Early College Workgroup (ECW) as originally constituted was comprised of 35 members representing public and independent two-year and four-year institutions, proprietary institutions, and the K-12 sector. The MDHE will invite members of the ECW to resume their participation in the initiative and identify other volunteers where necessary. To address the policy gaps that exist regarding early college programs, the Early College Workgroup will be charged to:

- examine current and proposed early college models that operate or wish to operate in the state;
- review national early college programs to identify best practices;
- identify policy gaps; and
- develop recommendations for new policy guidelines to address these gaps.

#### **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**

This is an information item only

#### **ATTACHMENT(S)**

None

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Coordinating Board for Higher Education  
Update on State Authorization Reciprocity Agreements  
December 5, 2013

### **DESCRIPTION**

The nationwide effort to create a system of reciprocity among states for the delivery of distance education continues to proceed at both the regional and national levels. This item is intended to provide an update on the progress of that effort.

### **Background**

One of the most fundamental goals of the State Authorization Reciprocity Agreements is to provide a national solution to barriers created by multiple states having oversight of distance education. Work by several groups to establish such a solution culminated earlier this year with the final report of the National Commission on the Regulation of Postsecondary Distance Education, which called for the implementation of SARA and recommended that the four regional higher education compacts (Midwest Higher Education Compact, Northeast Board for Higher Education, Southern Regional Education Board, and Western Interstate Compact for Higher Education) serve as the primary administrative agencies. The report also called for the establishment of a national council (NC-SARA) to ensure a national solution, rather the four regional solutions, to this problem.

In November, NC-SARA held its first meeting. In addition to establishing the clarifying the scope of the council's work, it took several steps toward ensuring that national approach. Among the most important actions was the certification of each regions SARA documents as substantively comparable and consistent with the underlying principles of the report of the National Commission. In addition, NC-SARA approved, in concept, application materials for states and institutions as well as basic policies and standards. Finally, NC-SARA approved a fee structure that will provide a sufficient revenue stream for sustaining the SARA activities at a reasonable cost to participating institutions.

### **SARA in the Midwest Region**

With the acceptance of the Midwest documents by NC-SARA, MHEC has continued to pursue implementation of state reciprocity. Earlier this year, staff members were hired to guide and administer the process and have begun working with each state in the region to gauge their interest in joining the reciprocity agreement and, if so, provide assistance in that process. Current plans are for all materials to be in place by early 2014, which would allow states that are ready to sign on to the reciprocity agreement. In the Midwest region, Indiana and Nebraska, both of which have already passed enabling legislation, will likely be the first states to join.

On November 22, MHEC staff held a webinar with interested individuals from each state to provide additional information about the process. In addition, MHEC is planning a face to face work session in January, bringing together key individuals in each state to facilitate the implementation process and identify areas needing additional attention. Assistance will range from providing guidance regarding the development of enabling statutes to helping states address obstacles and barriers to the implementation process.

### **SARA in Missouri**

The MDHE staff has developed an initial draft of legislation that would provide the necessary authority for the state to participate in the Midwest-SARA agreement. The draft legislation grants authority to the Coordinating Board to enter into such agreements on behalf of the state of Missouri and establishes a basic framework for the activities that will be necessary to comply with the requirements of the reciprocity agreements. Those activities include review and approval of institutional participation, verification of the existence of basic consumer protection components, and establishment of a process to resolve complaints relating to education delivered through the reciprocity agreement. This legislation is currently under review by the Governor's office. If the Coordinating Board approves and once final approval is received for the agency to proceed, the MDHE will seek additional input from institutional and sector representatives and will begin the process of seeking sponsors and pursuing the enactment of the legislation.

The MDHE plans to hold an informational meeting, with the assistance of MHEC, for all interested institutions to disseminate the information relating to participation and to answer any questions that may arise about how the process will work in Missouri. At the same time as legislation is moving through the process, the MDHE will conduct a review of its current policies and procedures and will bring any revisions needed to comply with the Midwest-SARA requirements to the Coordinating Board for consideration and approval. If legislation is enacted during this session of the legislature, it is expected the MDHE policy and procedure review will be completed during the summer, which would allow the state to apply for Midwest-SARA participation before the beginning of the fall 2014 semester.

### **STATUTORY REFERENCE**

N/A

### **RECOMMENDED ACTION**

**It is recommended that the Coordinating Board direct the Commissioner of Higher Education to seek the enactment of legislation to enable the Coordinating Board to enter in an agreement for the state of Missouri to participate in the State Authorization Reciprocity Agreement process and to establish policies and procedures sufficient to meet agreement requirements.**

### **ATTACHMENT(S)**

None

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Coordinating Board for Higher Education  
2014 Legislative Preview  
December 5, 2013

### DESCRIPTION

The intent of this item is to provide basic background information on the upcoming legislative session.

### Legislation

Higher education continues to be a topic of considerable interest to legislative leaders and the Governor. We anticipate the introduction of legislation in several areas that impact the department and the state's colleges and universities.

#### *State Reciprocity*

MDHE staff has developed draft legislation that would permit the state of Missouri to participate in the developing interstate reciprocity process for distance education. Although the agreements are managed by the four regional compacts, each state is likely to need some legislative action in order to establish a foundation and framework for participation. Additional detail regarding these requirements is contained in the state authorization agenda item.

#### *State Student Aid Programs*

During the 2013 legislative session, several legislative proposals were introduced that would make changes to the requirements for initial eligibility and for renewal eligibility. The proposals would have established a requirement that students score proficient or advanced on both Algebra I and English I official end-of-course exams to be eligible to receive an award through any of our major aid programs (Access Missouri, Bright Flight or A+). They also included provisions requiring students to complete a certain number of credit hours in order to be eligible for renewal status. None of the bills that contained these provisions were enacted.

We fully expect similar proposals to resurface this year. Although the board did not take a formal position on these proposals, we were generally supportive of the intent, although not necessarily of the specific provisions.

#### *Higher Education Funding Formula*

In response to a directive to the Joint Committee on Education, legislation was introduced in the last session to establish a statutory funding formula for all public colleges and universities. The proposal was successfully passed by the Senate, it did so very late in the session and did not receive a substantive hearing by the House or any House committees. We believe the sponsor will reintroduce a similar measure in the coming session.

Coordinating Board for Higher Education  
December 5, 2013

During the development of the proposal and the discussion during the session, the MDHE staff expressed concern about several provisions contained in the bill, including the basic issue with the establishment of a statutory formula in general. If a similar bill is introduced this year, we plan to continue to work with the sponsor to resolve these issues. In the interim, the Council on Public Higher Education (COPHE) has reached agreement on a distribution formula that would largely negate the need for a statutory solution. While there are many aspects of this COPHE proposal that are beneficial, it remains to be seen if it will be adopted by the Governor or the legislature.

### *Statewide Bonding and Capital Improvements*

For the last several sessions, the possibility of legislation to authorize a popular vote on a new statewide bond issuance has been discussed. Several prominent legislators have announced their continued interest in pursuing such action, with a significant portion of the process being directed toward capital improvement needs in higher education. While it is not clear if there is sufficient support to pass the legislation, it is clear this will continue to be a topic of much debate during the session.

### **FY 2015 Higher Education Budget**

It appears that the state's budget situation continues to improve. Not only are current revenues meeting expectations but the state ended the FY 13 budget year with a substantial surplus. This should bode well for the new decision items contained in our budget request, including an \$11 million increase for the A+ program. In addition, we would expect at least some of the items contained in the department's "alternative" budget request to receive consideration for funding as well. Those items include recommendations for a 4.5 percent increase for public colleges and universities, a \$33 million increase for Access Missouri, a \$5 million increase for Bright Flight, and funding to initiate a grant program to support the improvement of remedial education and to develop the next phase of the MDHE student portal.

### **STATUTORY REFERENCE**

N/A

### **RECOMMENDED ACTION**

This is an information item only.

### **ATTACHMENT(S)**

None



## MEMORANDUM

TO: Chief Academic Officers  
FROM: Rusty Monhollon, Assistant Commissioner for Academic Affairs  
RE: Multi-State Collaborative to Advance Learning Outcomes Assessment  
DATE: October 10, 2013

The Missouri Department of Higher Education is a member of a nine-state collaborative that will assess the feasibility and value of an innovative approach to assess student learning. I write to invite your institution to participate in a multi-state pilot project to assess student learning outcomes. Let me provide a brief description of the project.

The MDHE agreed to participate in the Multi-State Collaborative to Advance Learning Outcomes Assessment because of the potential benefits to Missouri's colleges and universities. Over the past 18 months, we have met with delegations from Connecticut, Indiana, Kentucky, Massachusetts, Minnesota, Oregon, Rhode Island and Utah to develop a model for a pilot of this multi-state assessment approach. Our work has been supported by the State Higher Education Executive Officers (SHEEO), the National Center for Higher Education Management Systems (NCHEMS), and the Association of American Colleges and Universities (AAC&U). The Collaborative is very near to securing grant funding for the pilot. If funding is obtained, the MDHE has agreed to participate in the administration of the pilot.

In Missouri, we share with our colleagues across the nation the goals of enhancing and ensuring student learning. While Missouri institutions have been at the forefront of assessment, we hear repeated calls—from business leaders, students, legislators, and others—to provide clear and transparent evidence of what students have learned. Assessment of learning outcomes as a tool for identifying the most effective teaching methods, curricular requirements and course design is critical to achieving these goals. The key elements of this new approach are:

- Assessing learning based on work produced by students for their college courses;
- Assessing de-identified student work using a faculty-developed Liberal Education and the American Promise (LEAP) rubric;
- Assessment that is completed by trained faculty members who are not the course instructor;
- Producing measures of average student performance that allow comparisons across institutions, across types of institutions, across states, and against benchmarks;
- Assessing students' writing skills and quantitative literacy;
- Focusing on how results can be used to identify and replicate effective teaching methods, curricular requirements and course designs.



If your institution would like to become part of this innovative and exciting opportunity please contact me at your earliest convenience. I would be pleased to respond to any questions you may have about the planning that has gone into the project to date, about the assessment plan itself, or about the pilot. You can contact me at 573-751-5221 or [Rusty.Monhollon@dhe.mo.gov](mailto:Rusty.Monhollon@dhe.mo.gov)

## PILOT STUDY

### Model for Multi-State Collaborative to Advance Learning Outcomes Assessment

Work will begin in early 2014 and continue through the summer months. The study itself will begin in fall, 2014 and continue into spring, 2015.

#### **Purpose, Methods and Metrics.**

- Purpose: to provide evidence and support for proof of concept, proof of feasibility, and the validity and reliability of the model and the assessment tools.
  - Proof of concept: examine
    - the ability to produce useful assessment data for campus use
    - the ability to organize aggregated data for state by state comparison
    - the ability to measure student learning using VALUE rubrics.
    - The validity of the VALUE rubrics depends, in part, upon assignment design.
  - Proof of feasibility:
    - the ability to scale up
    - the ability to sustain campus effort
    - the ability of campuses to create a representative sample pool of student work
    - the ability to construct sampling procedures for full implementation.
  - Reliability:
    - measured through the computation of reliability statistics based upon recorded scores.
    - minimum, the percentage of agreement or approximate agreement will be examined throughout the scoring process to provide immediate, though limited, evidence of inter-rater reliability.

#### **Selection of Pilot Institution Participants**

- Three two-year institutions and three-four year institutions in each state
- States may include more than six institutions in the pilot study but student work collected from these additional institutions will not be assessed by the pilot study scorers and the assessment scores from these additional institutions will not be factored into the pilot study results report. States willing and able to include more than six institutions in the pilot will be invited to report back to the MSC the experience and findings of these additional participants. This would provide additional information for evaluation of the model, particularly with respect to feasibility and may be included in an addendum to the pilot study report.
- States will be independently responsible for selecting institutions to participate in the pilot. Guidelines and information will be provided for states to use in the process.

#### **State, Institution, and Student Characteristics**

State and institutional characteristics will be collected as part of the pilot study to help evaluate the ability to organize aggregated data for state by state comparison.

##### *State Characteristics:*

- the numbers and types of public institutions within the state,
- the governance structure and state level coordinating bodies,
- the size of the state and the proportion of state residents enrolled in public institutions

##### *Institution Characteristics:*

- Carnegie Classification,
- Federal IPEDs number,
- percentage of Pell Eligible students enrolled in the institution,
- enrollment numbers,

- mix of academic programs

*Student Characteristics:*

- Pell eligibility
- Gender
- Age – date of birth  
Collecting date of birth for students will allow for, at a minimum, analysis of demonstrated learning for returning, older students versus younger students likely to have been more recently graduated from high school.
- Race/Ethnicity
- Major or Program of Study (for analysis, this information will be grouped as follows: Humanities, Arts, Social Sciences, Natural Sciences, Professional and/or Para-Professional Programs.

### **LEAP Essential Learning Outcomes**

Each participating institution will collect a sample of student artifacts for assessment of two LEAP essential learning outcomes: written communication and quantitative literacy. Institutions willing and prepared to do so may choose to collect student artifacts for the assessment of the LEAP critical thinking learning outcome.

### **Assessment Timing**

The student population from which student artifacts will be drawn for assessment will include those students nearing graduation as measured by credit completion. The eligible student population will include those students who have completed a minimum of 75 percent of the total credits required for graduation (as opposed to major or program degree requirements) at the start of the fall semester 2014 for both two-year and four-year institutions. This will allow for the inclusion of students who have changed majors or programs of study or for other reasons have accumulated a substantial amount of general elective credits.

### **Sampling Process and Unit of Analysis**

In an effort to balance needs for simplicity and institutional flexibility in sampling and needs for psychometric analysis of the validity and reliability of the assessment process and assessment tools, pilot study campuses will generate their own samples following processes that work for their institution's structure, curricula and student body but they will be required to follow assessment guidelines and to comprehensively detail their sampling process and efforts to create a representative sample of students from whom student artifacts will be collected.

A new Sampling Sub Group of the Multi-State Collaborative Working Group will be convened to provide sampling guidelines for institutions and to review institution sampling procedures during the pilot study. This group will also examine the range of sampling procedures used by campuses for the pilot and recommend sampling protocols for the model after completion and analysis of the pilot study.

### **Assignments**

Faculty members from pilot study institutions who are willing to participate in the project by offering student artifacts for assessment will be encouraged to consider *the intentionality* behind the design of their assignment (i.e., did s/he *intentionally* design the assignment to elicit from the student demonstration of a specific learning outcome or competency? Can the faculty member point to assignment prompts that would call upon the student to construct an appropriate answer?) Faculty members will be encouraged to adjust their assignments or compose them from scratch as opposed to choosing an assignment the faculty member has on hand and believes 'fits' the rubric as designed. This will ensure that assignment or assignment prompts call upon students to demonstrate the various dimensions of the rubrics, as

appropriate. Some additional technical information will also be requested from the faculty member submitting student artifacts and a simple cover sheet will be prepared for this purpose.

Some assignments may not be well-suited for assessment against all dimensions of the appropriate VALUE rubric due to the nature of the assignment. For example, an article analysis may not call for citation or additional sources but can be assessed against other dimensions of the VALUE rubric for written communication. A quantitative literacy assignment may ask students to analyze data provided or represent the data in a different format but not require calculation. In order to accommodate the reality that not all assignments will be suited for analysis against all rubric dimensions, faculty will be asked to indicate which dimensions of the appropriate VALUE rubric their assignment was intentionally designed to address. Faculty members will be encouraged to address as many of the VALUE rubric dimensions for a specific student learning outcome as appropriate. To assist faculty in assignment design, efforts will be made to provide sample assignments judged to be exemplars. A broad **assignment template** will be provided to ensure the appropriateness of assignments for assessment using the VALUE rubrics and consistency in the student work which is important for the reliability of the scoring process. The template will include:

- Submission of written work only; exclusion of multiple choice exams
- Submission of written student artifacts be limited to 3 – 10 pages in length
- Submission of student work completed independently; exclusion of student work completed as a team
- Submission of student work that breaches the confidentiality or anonymity of the student or faculty member providing the work be excluded. This decision will be rendered at the institution level.

#### **Sample Size and Artifact Submission.**

More details will be provided at a later date but the plan is to collect 25 artifacts per outcome per institution with the restriction of one outcome per artifact and one artifact per student. For institutions collecting artifacts for written communication and quantitative literacy only, a total of 50 independent artifacts (25 WC and 25 QL) will be collected. Institutions should attempt to limit the number of artifacts per course and the number of artifacts collected per faculty member across multiple courses. Faculty can submit completed student work electronically at any point in time during the pilot study data gathering semester recognizing that submitted student work is being assessed for learning and acquired competencies accumulated over the students' entire academic path as opposed to the current course from which the artifact is being drawn.

#### **Scoring Process, Protocols and Other Work in Progress**

Research and literature on assessment provides evidence that centralized norming and scoring yields the most reliable results. Because the pilot study is designed to evaluate the validity and reliability of the model, centralized scoring will be used for the pilot. For longer term feasibility and sustainability, however, it is recognized that allowing for norming and scoring on-line will be needed. Guidelines for the selection of faculty scorers, a plan for securing samples of student work for the calibration process and guidelines for entering identification codes and scores for each rubric dimension into a web based assessment data file will be developed. Scoring protocols are currently under development as well as suggestions for a common approach for matters related to IRB and student consent.

#### **Use of Pilot Study Results**

Assessment results of the pilot study will be aggregated and reported out by segment for all dimensions of the rubric for each learning outcome. There will be no public presentation of results from the pilot study with the exception of identified trends in the data but the results will be analyzed by the Working Group

of the Multi-State Collaborative as part of their consideration of proof of concept, feasibility and validity for the model. The Working Group will also develop a process, method and metrics for evaluating the pilot study and use the results in their analysis.

DRAFT TIMELINE  
FOR MULTI-STATE COLLABORATIVE ASSESSMENT PROJECT

January 2013 to December 2015

**January 2013 to December 2013**

- Working Group In-Person and Conference call meeting to develop model and plan for pilot testing.
- Model for Statewide Assessment developed by methods and metrics, data management, faculty engagement, presentation of results/communication and pilot study sub-groups.
- Developed pilot design including guidelines for campus selection, sampling, assignment parameters, artifact and institutional data collection.
- **October 31/Nov 1 Working Group Meeting**. Elements for model as recommended by sub groups endorsed by Working Group for inclusion in model.
- Data Management sub group begins work with AAC&U on RFP for pilot data base.
- Communications materials prepared and sent to states for use in campus discussions and selection of pilot study campuses. "Frequently Asked Questions" document prepared for use with faculty members.
- Continuing work on model and plan details in all sub groups and Working Group.
- **December 16/17 Working Group Meeting with Agency Heads of Collaborative States and SHEEO**. Presentation and discussion of Working Group report.

**January 2014 to June 2014**

- Each state selects pilot study campuses by **January 31**.
- State project leaders and Working Group members meet with campus project leaders to begin preparations for the pilot study. Campuses organize staff and faculty meetings.
- Continued work on data base. Plans and protocols developed for loading data into data base. System operational by **August 30, 2014**.
- Review of campus sampling plans developed by Sampling Sub Group. Review completed by **February 28**.
- Activities to help prepare faculty members for assessment with LEAP Value Rubrics including a "Getting Started" Guide and assignment design and assessment workshops.

- Development and Working Group review of story boards, dashboards or other means for presentation of results for model by **February 28**.
- Working Group continues to discuss pilot test developments, challenging issues and refinements to the model.

### Summer, 2014.

If resources permit, use summer months for further faculty engagement activities, especially for faculty contributing artifacts or scoring for pilot.

### September 2014 to December 2014.

- First phase of pilot test completed including:
  - Sampling and Artifact collection completed. Artifacts coded and entered into data base by **December 15**.
  - Student, campus and state data loaded into data base by **November 30**
  - Identify Faculty Scorers and begin training sessions. Set fall dates for norming and scoring workshop by **November 20**
- Grant proposal prepared to support second phase of pilot and preparations for implementation by **October 15**.
- Grant report prepared by SHEEO for AAC&U by **November 15**.

### January 2015 to May 2015

- Second phase of pilot test completed including:
  - Faculty norming and scoring preparations completed by **January 10**
  - Faculty scoring completed by **January 30**.
  - Evaluation instruments sent to state and campus personnel involved in pilot by **February 15**.
  - Debriefing sessions held with pilot study campus leaders and faculty scorers.
  - Analysis of pilot study results and preparation of pilot study report by Working Group by **April 15**

- Presentation and discussion of Working Group report with state leaders and SHEEO by **April 30.**

**May 2015 to December 2015**

- State decisions about implementation of model and continuance of Multi State Collaborative by **August 1.**
- Preparation of reports for distribution within Collaborative States and to external audiences by **August 30.**
- Modify model as appropriate and prepare guidelines, protocols and other materials for scale up implementation and new round of assessments by **October 15.**
- Modify data base as needed for scale up implementation by **November 30.**
- Select campuses for state system assessments by **November 30**



# SHEEO

STATE HIGHER EDUCATION EXECUTIVE OFFICERS ASSOCIATION

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For Immediate Release

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## **SHEEO Leads Nine-state Collaborative to Measure College Student Learning**

*Higher education leaders and faculty from nine states and nearly 50 colleges and universities will work together to evaluate authentic student work in a way that allows faculty, institutions, and states to consistently assess not only student achievement of essential student learning outcomes, but their own effectiveness in promoting student success.*

The project will be supported, in part, with funding from a grant to the Association of American Colleges and Universities from the Bill & Melinda Gates Foundation. With a subgrant to SHEEO, faculty at institutions in the Multistate Collaborative will gather student work products and use them to develop rigorous standards, frameworks, and assessment practices drawing on resources from AAC&U's *Liberal Education and America's Promise (LEAP)* initiative.

This collaboration is being launched because existing assessment methods (e.g., grades, standardized tests, student surveys, etc.) are inadequate to accurately gauge and consistently share information about important college-level learning outcomes, including what students know, understand and how they apply their knowledge.

The collaboration seeks to produce data that will allow faculty to pinpoint how to improve instruction, make curricular changes, rethink course design, and implement more effective classroom teaching and learning methods. The evidence generated by the project, aggregated across similar institutions, is expected to be useful to states and systems of higher education for cross-institutional and/or cross-state benchmarking and for public reports that will more accurately inform governors, boards, state legislators and other interested parties about the quality of student learning. The Multistate Collaborative, led by the association of State Higher Education Executive Officers (SHEEO), includes Connecticut, Indiana, Kentucky, Massachusetts, Minnesota, Missouri, Oregon, Rhode Island and Utah. SHEEO agencies and faculty members and academic leaders from multiple higher education systems and campuses within each of the nine states will participate.

The nine participating states will select up to six campuses to join a pilot study to assess student work products using faculty-developed rubrics that delineate levels of achievement in written communication and quantitative literacy. States and campuses also may choose to assess critical thinking as part of the project. States with smaller systems may have fewer campuses in the pilot. Initial pilot study results will

not be made public, but institutions will receive results for their own use. The confidentiality of information about individual students will be protected at all times. Initial funding will support the gathering of student work products, initial faculty development and training, and the launch of a common database to house student work products and assessment results. The pilot study is scheduled to be completed during the 2014-15 academic year.

The initial impetus for the Multistate Collaborative came from work in Massachusetts as part of its Vision Project initiated by Commissioner of Higher Education Richard Freeland in 2010. The Student Learning area of the Vision Project focuses on improving teaching and learning through better assessment and better ways to document student learning for the public. The Massachusetts work led to efforts with SHEEO to interest other states in forming a collaborative to develop and test a model for state system learning outcomes assessment that could provide sound evidence of the quality of student learning, serve campuses and state systems, and allow for comparisons across states.

The project will formally launch in mid-December at a meeting in Boulder, Colorado

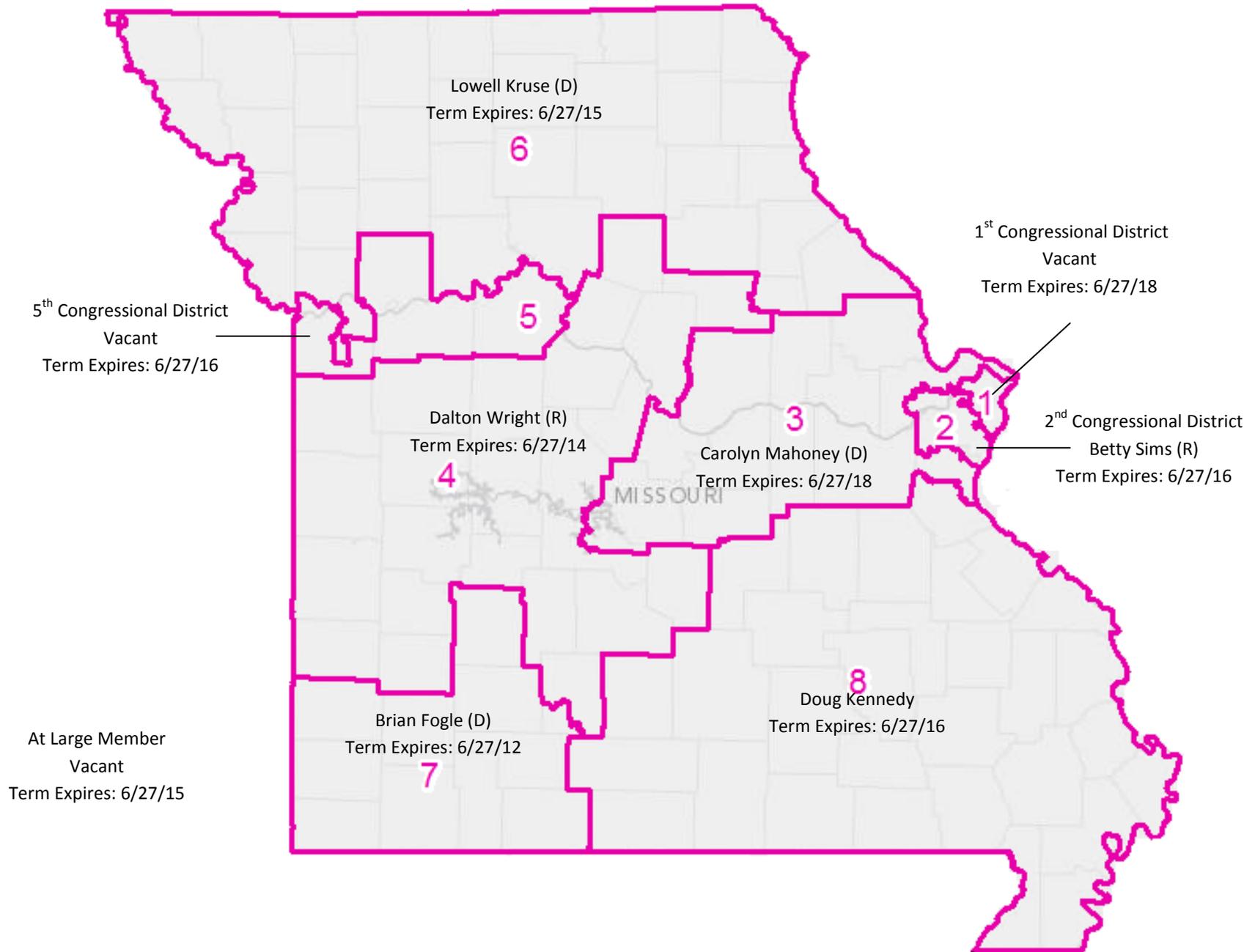
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## Coordinating Board for Higher Education Members by Congressional District

### Missouri's Congressional Districts

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

# Coordinating Board for Higher Education Members by Congressional District



**STATUTORILY REQUIRED FUNCTIONS OF THE COORDINATING BOARD FOR  
HIGHER EDUCATION /MDHE**

(as of November 1, 2013)

**Fiscal**

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

**Planning**

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

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

- Report to Joint Committee on Education (§ 173.1006.2)

### **Academic Programs**

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

### **Institutional Relationships**

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

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

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

## **Financial Aid<sup>2</sup>**

- Administer the Access Missouri Financial Assistance Program (§ 173.1103.1)
- Administer Higher Education Academic Scholarship Program ("Bright Flight") (§ 173.250.3)
- Administer the A+ Scholarship Program (Executive Order 10-16, January 29, 2010)

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

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

### **State Guaranty Agency under the Federal Family Education Loan Program<sup>3</sup>**

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

Responsibilities include:

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

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

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

### **Proprietary Schools**

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

### **Assignments in Statute to Serve on other State Boards**

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

### **Grants for Institutions/Faculty**

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

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

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

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

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

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

Expires July 31, 2013

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

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

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

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

Expires August 1, 2013