

Coordinating Board for Higher Education

Agenda of Meeting

**9:00 AM
Thursday
April 10, 2008**

**Hanger
McDonnell-Douglas Green Aviation Building
Linn State Technical College
Linn, MO**

COORDINATING BOARD FOR HIGHER EDUCATION

Kathryn F. Swan, Chair, Cape Girardeau

Gregory Upchurch, Vice Chair, St. Louis

Doris J. Carter, Florissant

David Cole, Cassville

Lowell C. Kruse, St. Joseph

Jeanne Patterson, Kansas City

Duane Schreimann, Jefferson City

TIME: 9:00 AM
Thursday
April 10, 2008

PLACE: Hanger
McDonnell-Douglas Green Aviation Building
Linn State Technical College
Linn, MO

Schedule of Events – April 9 - 10, 2008

CBHE Work Session and Meeting

Wednesday, April 9, 2008

- 3:00 – 5:00 **CBHE Work Session**
Large Annex Conference Room
Missouri Department of Higher Education
3515 Amazonas Drive
Jefferson City, MO 65109
- 6:30 - ?? **CBHE / Linn State Board Dinner**
Das Stein Haus – Fondue Room
1436 Southridge
Jefferson City, MO 65109

Thursday, April 10, 2008

- 9:00 – 12:00 **CBHE / PAC Meeting**
Hangar
McDonnell-Douglas Green Aviation Building
Linn State Technical College
One Technology Drive
Linn, MO 65051
- 12:00 – 1:00 **Lunch**
- 1:00 - ?? **Continue CBHE Meeting if necessary**
- Upon adjournment
of CBHE meeting **Higher Education Funding (HEF) Task Force Meeting**
Room 5
McDonnell-Douglas Green Aviation Building
Linn State Technical College
One Technology Drive
Linn, MO 65051

Executive Session

RSMo 610.021(1) relating to “legal actions, causes of action or litigation involving a public governmental body and any confidential or privileged communications between a public governmental body or its representatives and its attorneys.”

RSMo 610.021(3) relating to “hiring, firing, disciplining or promoting of particular employees by a public governmental body when personal information about the employee is discussed or recorded.”

Other matters that may be discussed in closed meetings, as set forth in RSMo 610.021.

Individuals needing special accommodations relating to a disability should contact Laura Vedenhaupt, at the Missouri Department of Higher Education, 3515 Amazonas Drive, Jefferson City, MO 65109 or at (573) 751-2361, at least three working days prior to the meeting.

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

Representatives by Statute

Public Four-Year Universities

Dr. Henry Givens, Jr.
President
Harris-Stowe State University
3026 Laclede Avenue
St. Louis 63103

Dr. Carolyn Mahoney
President
Lincoln University
820 Chestnut
Jefferson City 65101

Dr. Bruce Speck
President
Missouri Southern State University
3950 East Newman Road
Joplin 64801

Dr. Michael Nietzel
President
Missouri State University
901 South National Avenue
Springfield 65802

(COPHE President)

Dr. John Carney III
Chancellor
Missouri University of Science and Technology
206 Parker Hall
Rolla 65401-0249

Dr. James Scanlon
President
Missouri Western State University
4525 Downs Drive
St. Joseph 64507

Dr. Dean Hubbard
President
Northwest Missouri State University
800 University Drive
Maryville 64468

Dr. Ken Dobbins
President
Southeast Missouri State University
One University Plaza
Cape Girardeau 63701

Dr. Barbara Dixon
President
Truman State University
100 East Normal
Kirksville 63501

Dr. Aaron Podolefsky
President
University of Central Missouri
Administration 202
Warrensburg 64093

Mr. Gary Forsee
President
University of Missouri
321 University Hall
Columbia 65211

Dr. Brady Deaton
Chancellor
University of Missouri-Columbia
105 Jesse Hall
Columbia 65211

Dr. Guy Bailey
Chancellor
University of Missouri-Kansas City
5100 Rockhill Road
Kansas City 64110

Dr. Thomas George
Chancellor
University of Missouri-St. Louis
8001 Natural Bridge Road
St. Louis 63121

Public Two-year Colleges

Dr. Alan Marble
President
Crowder College
601 Laclede Avenue
Neosho 64850

Dr. Edward Jackson
President
East Central College
1964 Prairie Dell Road
Union 63084

Dr. Wayne Watts
President
Jefferson College
1000 Viking Drive
Hillsboro 63050-1000

Dr. Jackie Snyder
Chancellor
Metropolitan Community Colleges
3200 Broadway
Kansas City 64111

Dr. Steven Kurtz
President
Mineral Area College
5270 Flat River Road
Park Hills 63601

Dr. Evelyn Jorgenson
President
Moberly Area Community College
101 College Avenue
Moberly 65270

Dr. Neil Nuttall
President
North Central Missouri College
1301 Main Street
Trenton 64683

Dr. Hal Higdon
President
Ozarks Technical Community College
1417 North Jefferson
Springfield 65801

Dr. John McGuire
President
St. Charles Community College
4601 Mid Rivers Mall Drive
St. Peters 63376

Dr. Zelema Harris
Chancellor
St. Louis Community College
300 South Broadway
St. Louis 63110

Dr. Marsha Drennon
President
State Fair Community College
3201 West 16th Street
Sedalia 65301-2199

(MCCA President)

Dr. John Cooper
President
Three Rivers Community College
2080 Three Rivers Boulevard
Poplar Bluff 63901

Public Two-year Technical College

Dr. Donald Claycomb
President
Linn State Technical College
One Technology Drive
Linn 65051

Independent Four-year Colleges and Universities

Dr. Mark Lombardi
President
Maryville University of St. Louis
13550 Conway Road
St. Louis 63131

Dr. Marianne Inman
President
Central Methodist University
Church Street
Fayette 65248

Dr. William L. Fox
President
Culver-Stockton College
One College Hill
Canton 63435-9989

Dr. Mark S. Wrighton
Chancellor
Washington University
One Brookings Drive
St. Louis 63130

Independent Two-year Colleges

Dr. Judy Robinson Rogers
President
Cottey College
1000 West Austin
Nevada 64772-1000

COORDINATING BOARD FOR HIGHER EDUCATION

TIME: 9:00 AM
Thursday
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Green Aviation Building
Linn State Technical College
Linn

AGENDA

	<u>Tab</u>	<u>Presentation by:</u>
I. Introduction		
A. Call to Order		Kathryn Swan, Chair
B. Confirm Quorum		Board Secretary
C. Welcome from Linn State Technical College		Don Claycomb, President
D. Committee Reports		
1. Audit Committee		Duane Schreimann, Chair
2. Student Loan/Financial Aid Committee		David Cole, Chair
3. Strategic Planning Committee		Jeanne Patterson, Chair
II. Presidential Advisory Committee		
A. FY 2009 Budget Update	A	Paul Wagner, Deputy Commissioner
B. Coordinated Plan Update	B	Paul Wagner
C. Higher Education Funding (HEF) Task Force Update	C	Paul Wagner
D. Legislative Update	D	Zora AuBuchon, Assistant Commissioner and General Counsel
E. Omnibus Bill Update	E	Zora AuBuchon
III. Action Items		
A. Minutes of the February 7, 2008 Meeting		Kathryn Swan
B. CBHE Public Policy Update	F	Zora AuBuchon
IV. Consent Calendar		
A. Distribution of Community College Funds	G	Paul Wagner
B. Academic Program Actions	H	Paul Wagner

	<u>Tab</u>	<u>Presentation by:</u>
C. Missouri High School Graduates Report	I	Paul Wagner
D. COTA Update	J	Paul Wagner
E. Coordinated Plan Background and Rationale Document	K	Paul Wagner
F. Proprietary School Certification Actions and Reviews	L	Leroy Wade Assistant Commissioner
G. Outreach and Marketing Activities	M	Leanne Cardwell Assistant Commissioner
H. FFELP and Lender of Last Resort Update	N	Leanne Cardwell

V. Items for Discussion, Consideration, and Possible Vote

A. Carl Perkins Vocational Funds Update	O	Paul Wagner
B. Update on Needs Analysis for Cape Girardeau County and Surrounding Region	P	Robert Stein, Commissioner
C. P-20 Council Update		Kathryn Swan
D. Report of the Commissioner		Robert Stein

Executive Session

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COORDINATING BOARD FOR HIGHER EDUCATION

MINUTES OF MEETING

February 7, 2008

The Coordinating Board for Higher Education (CBHE) met at 9:00 a.m. on Thursday, February 7, 2008, at ITT Technical Institute in Earth City.

Chair Kathryn Swan called the meeting to order. A list of guests is included as an attachment. The presence of a quorum was established with the following roll call vote:

	Present	Absent
Doris Carter	X	
David Cole	X	
Lowell C. Kruse		X
Jeanne Patterson	X (by phone)	
Duane Schreimann	X	
Kathryn Swan	X	
Gregory Upchurch	X	

Chair Swan advised attendees that Ms. Martha Boswell had resigned from the Coordinating Board due to family commitments. The Board appreciates the passion and commitment to education that Ms. Boswell provided during her term with the Coordinating Board.

In other announcements, Chair Swan announced that Mrs. Doris Carter had been formally confirmed as a member of the Coordinating Board by the Senate; Dr. Bruce Speck is the new president of Missouri Southern State University and is attending his first Presidential Advisory Committee meeting; Mr. Gary Forsee is the new president of the University of Missouri System and will officially start his term on February 18th; Dr. Zelema Harris has been named the Chancellor of St. Louis Community Colleges; Dr. John Cooper from Three Rivers Community College is back with the PAC after an absence for health reasons; Dr. Carolyn Mahoney from Lincoln University received an award from the American Association of University Professors on Shared Governance; and Dr. Don Doucette will be leaving Missouri to take the position of Provost of Ivy Tech in Indiana.

Chair Swan introduced Ms. Karen Finkenkiller, Director of ITT Technical Institute, and thanked Ms. Finkenkiller for her hospitality in hosting the Coordinating Board and Presidential Advisory Committee. Ms. Finkenkiller welcomed the Board and PAC and advised that ITT provides educational services at more than 90 campuses across the country. The Institute is very proud to serve its students and adheres to the philosophy of quality, compliance, customer service, and satisfaction.

Ms. Finken Keller announced that after 25 years she is retiring as Director and as a member of the CBHE Committee on Transfer and Articulation (COTA).

Committee Reports

Audit Committee

Mr. Duane Schreimann stated that the Committee had no new audits to report. Ms. Zora AuBuchon provided a final update on the State Auditor's report regarding the security of the department's FAMOUS system. The department has updated the system and is now in full compliance with the report.

Ms. AuBuchon invited questions from Presidents and Chancellors about request for information from the Auditor's office regarding institutional severance packages, retirement plans and other post employment benefits that may have been offered.

Student Loan / Financial Aid Committee

Chair Swan advised that this committee had not met; Mr. Leroy Wade would provide an update on the Access Missouri program later in this meeting.

Strategic Planning Committee

The Strategic Planning Committee met via conference call on January 30, 2008 to discuss the Coordinated Plan as revised based on feedback from institutions and the Coordinated Plan Advisory Committee. Mr. Paul Wagner will provide an update on the new Coordinated Plan later in this meeting.

Presidential Advisory Committee

FY 2009 Budget Update

Mr. Wagner advised that the Governor was recommending the following funds for higher education:

- 4.5% operating budget increase (2nd year of 3 year commitment)
- \$13.4 million for Preparing to Care Initiative (one-third of CBHE recommendation)
- MDHE internal budget for FTE and funds
- \$600,00 for the MSSU distance dental hygiene program
- LCDI projects for UMC and UMKC
- \$500,000 for advanced placement training institutes at Truman State University and Southeast Missouri State University
- Additional \$27 million for the Access Missouri program
- \$10 million for the vehicle and power center at Linn State Technical College
- \$750,000 study for expansion at the UMKC dental school

- \$5 million for the Thompson Center for Autism and Neurodevelopmental Disorders at UMC
- Other smaller items for MHEC dues, the Missouri TELEHEALTH program, and the State Historical Society
- FY 2008 supplemental - \$500,00 for Missouri State University and the Missouri University of Science & Technology for a cooperative engineering program

Dr. Ken Dobbins clarified that the advanced placement funds would be used for seminars throughout the state to qualify additional faculty to teach AP classes and would not be used solely at the Kirksville and Cape Girardeau campuses.

The House Subcommittee on Appropriations has held several hearings. Discussing includes reducing the total recommendation for Access Missouri from \$100 million to \$85 million. One option that a portion of the remaining funds may be used for is to increase funding for MOREnet.

Mr. Wagner reported that the state is facing serious budget crisis for FY 2010. If the current FY 2009 budget recommendation is passed and the state's revenues cannot cover the expenditures, the state is looking at a shortfall of up to \$450 million.

Mr. Greg Upchurch asked if there were likely to be budget shortfalls before FY 2010. Mr. Wagner advised that the revenue estimate has been revised downward once, an action that does not typically occur. However, if the revenue decline continues, it is possible that the projections may be further reduced.

The Senate Appropriations Committee will meet next week; Senator Nodler has asked Presidents and Chancellors to be present.

Coordinated Plan Update

Mr. Wagner briefed attendees on the Coordinated Plan. The Strategic Planning Committee and the Coordinated Plan Advisory Committee (CPAC) received and reviewed feedback from institutions and incorporated suggestions into the current document. Mr. Wagner expressed his appreciation for everyone's assistance in crafting the document, especially the CPAC writing subcommittee.

The latest draft of the Coordinated Plan is titled *Imperatives for Change: Building a Higher Education System for the 21st Century*. The document focuses on three strategic issues: Increase Educational Attainment, Develop a 21st Century Society and Global Economy, and Enhance Resources through Increased Investment, Stewardship, and Responsibility. Each issue is supported by various strategies and action steps.

The Plan is supported by a background and rationale document with additional context. The Plan was drafted deliberately to be short and concise, easy to skim and outlined for the lay public.

Changes that will be incorporated based on feedback include a revised vision statement to acknowledge that postsecondary education is a public as well as a private good, and an additional action step to provide an explicit acknowledgement of the importance of mission review and the integrity of institutional missions.

The rationale document has also received feedback and will be revised to reflect additional suggestions for background and context in support of the Coordinated Plan.

Any substantive concerns regarding the Coordinated Plan document should be brought forward during this discussion. The rationale and background document remains a flexible document and there will be further opportunity for comment on that document.

Mr. Upchurch recommended that the Coordinating Board evaluate the feedback of presidents and chancellors during the Presidential Advisory discussion of the coordinated plan. Unless the board believes substantive issues remain it is further recommended that the board replace the draft coordinated plan approved in October 2007 with *Imperatives for Change* as a foundation for further work in establishing a fully developed coordinated plan.

It is further recommended that the Coordinating Board reaffirm its directive to the Commissioner of Higher Education to continue working with the CBHE Strategic Planning Committee and with the presidents and chancellors of Missouri's colleges and universities in the development of draft operational measures, baseline data, target goals, timelines, and assigned responsibilities to be reported to the board at its April 2008 meeting for review and action.

It is further recommended that the Higher Education Funding Task Force ensure that the priorities identified in its proposed funding policies are aligned with the goals expressed in the Coordinated Plan.

The motion was seconded by Mrs. Carter, and the motion passed unanimously.

Higher Education Funding (HEF) Task Force Update

Due to the Governor's announcement that he would not seek a second term, higher education cannot count on the third year commitment for operating increases nor for additional funding for Preparing to Care, especially in light of potential budget shortfalls. Therefore, it is more important than ever for higher education to have coherent, defensible policy-driven funding requests.

Since the last HEF meeting, the HEF Technical Advisory Committee (HEF-T) has been working to perfect and put additional data into the five strategic initiatives noted in the board item. The first attempt to place dollar amounts with specific institutions in each initiative was distributed to HEF on Tuesday. There remain several issues with the data, but this initial draft should offer a general idea of how the process is developing.

One issue that remains is a perceived tension between supporting base budgets, strategic initiatives, or performance funding. The way that the strategic initiatives have been produced shows that there are not black and white distinctions between the three options. If higher education continues to think along those lines rather than requesting money strictly for base or equity, we will be more successful in crafting a budget request that is well received by the Governor and the General Assembly.

HEF-T also discussed performance funding options. Senate Bill 389 requires the development of three statewide performance indicators and two institution-specific indicators. HEF-T has suggested that the three statewide indicators be graduation rates, retention, and student success and satisfaction. Some feedback was received about the appropriateness of the National Survey on Student Engagement (NSSE) and the Community College Survey of Student Engagement (CSSE) as statewide measures and the lack of utility of these surveys as comparison tools between institutions.

HEF is continuing discussions on the further development of the performance measure piece and building consensus within the sectors about base and adequacy issues and the internal distribution of funding within sectors. The Task Force will meet on these issues after the Coordinating Board adjourns.

Mr. Schreimann asked that HEF recognize that comparing public support for higher education in Missouri to support of other states is an important factor. However, we must make the case that if the state provides funding to close that gap then there are additional things that higher education will be able to accomplish. Our argument cannot simply be that we are behind as a state.

Chair Swan thanked HEF for its work and asked the Presidential Advisory Committee to help identify the components of a compelling case for investment in higher education.

Dr. Brady Deaton stated that we need to provide leadership and direction for the future. Whatever plan Missouri designs will have to look better than those of the surrounding states if we want to be competitive. More of the same will not move Missouri forward.

Dr. Don Claycomb suggested that the more higher education contributes to the state's economic growth, the more likely we are to win support from the legislature.

Dr. Aaron Podolefsky added that the point should be made that investment in higher education can add quality as well as quantity. Investing in higher education may mean increasing the amount of funding per student, but it may also mean reducing retention rates, increasing faculty salaries, and reducing class sizes.

Mr. David Cole asked if Missouri does retain students, has higher paid faculty, and has smaller class sizes, what happens then? Why do those outcomes justify greater investment? What do we get as a state? Those are the questions we have to be prepared to answer.

Mrs. Carter expressed her appreciation to the presidents and chancellors for engaging in this discussion. Her recent experience at the Capitol showed her that there remains a strong perception among legislators that higher education is always asking for more money with nothing to show for the increases except higher paid administrators and additional staff. We need to come before them with very specific benefits and reasons as to the benefits students and the state will receive.

Mr. Schreimann concurred, stating that a recent editorial cartoon in a local newspaper depicted a university president on a throne, surrounded by bags of money, asking for additional money from the legislature. He stated he was flabbergasted at the enormous misunderstanding of higher education funding in some circles.

Ms. Mary Beth Luna agreed that the perception lingers on and that whatever language we are using in our argument for increased funding does not appear to be working. We need to come up with a different way to tell the story of what is really happening with funding. That is why the HEF Task Force work is so important. We need to communicate on a different level.

Dr. McGuire acknowledged that our challenge has been laid before us and expressed his appreciation to HEF and its subcommittees for their efforts.

Summary of Proposed Legislation Related to Higher Education

Ms. AuBuchon updated attendees on the status of bills that are making their way through the legislative process.

There are several higher education bills that address issues such as the employment of illegal immigrants and illegal immigrants being admitted as students. Institutions have been generally supportive of some of the broader goals of these bills but are trying to encourage the legislature not to hamstring institutions on admissions or financial aid.

One positive change in a bill that was voted out of committee is that it would be unlawful to enroll illegal immigrants in courses and programs. This would still be a challenge but would be easier to implement than barring admissions if the bill is passed.

There are numerous bills on grants and scholarships. Bright Flight faces a change that addresses the cut score for eligibility. Many legislators were contacted by constituents after the change last year impacted many students who had anticipated receiving the scholarship. There may also be a fiscal impact as the scholarship may be limited by imposing a grade point requirement.

Several bills have been filed to expand the A+ or Completers Scholarship. There is awareness that the state has limited funds and that these scholarship bills can be very expensive.

The intellectual diversity bill, also known as the “Emily Brooker” bill was re-filed in the House. The original bill was very broad-reaching, but the new version has been toned down. Students who spoke against the bill made compelling points on the need for free exchange of ideas and the support they receive from faculty members.

Omnibus Bill Update

Ms. AuBuchon updated attendees on the progress made in implementing the components of the omnibus higher education bill. The department is maintaining the implementation matrix on the website. The most significant progress since the last board meeting is in the area of curriculum alignment. Department staff, the Curriculum Alignment Steering Committee, and faculty workgroups continue to progress in the development of entry- and exit-level competencies.

Commissioner Stein stated that he meets periodically with superintendents regarding this initiative. They understand and are in agreement that higher education is responsible for defining higher education competencies and K-12 is responsible for defining K-12 competencies.

The MDHE and DESE are working together to pay for a gap analysis of competencies between K-12 and higher education, especially in mathematics. The analysis will be used to inform both sectors' processes. When asked by K-12 if higher education will use DESE's end-of-course exams as evidence of competencies, the Commissioner responded that the question could not be answered until we know the competencies, see assessment instrument, and have evidence that instrument measures the competencies that higher education adopts.

Ms. AuBuchon reported that no institutions submitted a request for a tuition increase waiver by the February 1, 2008 deadline. The department will continue to work with institutions as they consider tuition for the upcoming year.

Dr. McGuire thanked the department and the board for the opportunity to provide input into each of these initiatives.

Federal Default Fee

Ms. Leanne Cardwell advised attendees that the MDHE made the decision to pay the federal default fee on behalf of borrowers for students at Missouri institutions whose loans the department guarantees. The department will commit to subsidizing these borrowers for the 2008-2009 academic year.

The fee is required to defray student loan defaults and may be charged to students if lender or guaranty agencies do not provide this benefit. Federal cuts and the recent credit market disruption caused a number of lenders to eliminate this benefit for borrowers.

Ms. Cardwell explained that MOHELA had not officially dropped the benefit but due to the market, the Authority would probably have had to cease paying the default fee in order to appease investors and to maintain solvency.

Commissioner Stein stated that the Executive Director of MOHELA had indicated his intent to bring the issue to the March board meeting. The MDHE decided to be proactive on this issue.

Ms. Cardwell stated that the loan program can offer the benefit this year with no impact to other programs but may not be able to continue support indefinitely. The department will need to keep a close eye on its finances so as not to risk doing damage to other programs.

Access Missouri Financial Assistance Program

Mr. Leroy Wade provided an update on the Access Missouri program. As of February 4, 2008, the program has served approximately 38,000 students and distributed \$53.6 million. The program is in its third week of the spring certification cycle and the numbers continue to change each day.

Award levels changed at beginning of year from 70 percent to 85 percent of the statutory maximum. We may or may not see an increase every year, but the possibility remains until we have more historical data for our decision-making processes. The department has begun to identify some research questions to assist with improving our predictive models and to measure the program's performance.

Mr. Schreimann asked how the program might be affected if the economic situation in 2010 requires budget reductions or withholdings. Mr. Wade responded that legislators are typically very supportive of financial aid programs, and the programs are not usually a target for cuts during lean fiscal times. However, an economic downturn might impact the program's ability to fund students at the statutory maximum.

Mr. Wade reported on the status of the Bright Flight program, which requires supplemental funding for this year. A record number of students are enrolled in the program. Even though the cut score was raised, data indicate that will not result in a huge decline in eligible students for next fiscal year. This is in part because the program funds renewal students as well as the newly eligible.

Commissioner Stein stated that entitlement programs such as Bright Flight and Access Missouri are still vulnerable to cuts. It would be in the best interests of our students to ensure we have the kind of data we need to demonstrate the positive outcomes of these programs.

Action Items

Minutes of the December 6 Meeting and the December 18 Conference Call

Mr. Schreimann made a motion to approve the minutes of the December 6 and December 18, 2007 Coordinating Board meetings. Mr. Upchurch seconded the motion, and the motion carried unanimously.

CBHE Public Policies

Examination of the CBHE Public Policy manual found several policies that either needed updating or that could be eliminated. MDHE staff reviewed each policy and identified those that no longer reflect current board policy. The full body of current public policies is available on the

MDHE website. As changes are made, the site will be updated, and we will clarify during meetings if board action is to be taken as policy.

Two areas may require clarification: the Bootheel Education Consortium and the Sikeston Area Higher Education Center. The board's Site Survey policy adequately replaces the policy regarding the Bootheel. The Sikeston Area designation as a 1456 site does remain and is noted in the current manual. The rest of the Sikeston Area policy will be replaced with the Site Survey policy.

Most of the other policies marked for elimination as noted in Attachment B will be replaced by HEF policies or the Coordinated Plan.

Dr. Ken Dobbins stated that he understands why some policies may be eliminated, but the 1456 policy is different than a policy merely requiring submission of data. Designation and reporting requirements are two different things.

Mr. Cole **recommended that the Coordinating Board rescind the policies listed on the attached Proposal to Eliminate and Update Policies and direct MDHE staff to update the remaining policies as needed for review and adoption by the board at future CBHE meetings.** Mrs. Carter seconded the motion.

Mr. Schreimann made a motion to **amend the recommendation to remove the Sikeston Area Higher Education Policy from the list of policies to be rescinded.** Mr. Upchurch seconded the motion, and the motion carried unanimously.

Mr. Cole motioned to approve the recommendation as amended. Mrs. Carter seconded the amended recommendation, and the motion carried unanimously.

Draft Policy on Penalties for Willful Disregard of CBHE Policy

While the CBHE has long had the authority to control certain institutional funds, the authority really applied only to community colleges. Senate Bill 389 expanded the board's ability to take action for willfully disobeying board policy. In response, MDHE staff in collaboration with institutions developed the draft policy in Attachment B so that institutions would have an idea of the procedure the department would use should this authority ever be invoked.

In the interest of fairness, institutions will have the opportunity to appeal to the CBHE should a decision of the commissioner in regard to this policy be deemed unfair. Institutions will be provided with adequate notice; timelines for payment of monies; and how long before the department will return monies to the General Revenue fund.

Some comments received require additional clarification:

- Is it the department's intent to permit fining an institution for the same violation year after year?
 - Yes, the law permits the department to proceed to fine for continued disobedience.

- Is a one percent fine enough?
 - The CBHE may withhold a greater portion of funds from two-year institutions, but the board can only go by what is in statute, and that is one percent of the current year operating appropriation. It may be considered by some as a slap on the wrist, but with tight budgets, it is a significant amount, especially over a number of years.

Finally, the department will work with legislative leaders to establish the mechanics of fines and withholdings by creating a line item in budget to receive and release funds.

Commissioner Stein reinforced that it is not the department's or the board's intent to fine institutions. It is the hope of the legislature to avoid public bickering between institutions and between institutions and the CBHE. The damage sustained by public battles is much higher than one percent.

Mr. Upchurch stated that there is a natural reluctance on the part of the board to fine institutions because ultimately it is the students who have to pay the price.

Mr. Schreimann reiterated that the policy is for willful disregard of board policy. Accidental or unintentional violations are not subject to this policy.

Mr. Cole **recommended that the Coordinating Board for Higher Education approve the final draft policy on penalties for institutions that willfully disobey or disregard board policy.** Mr. Schreimann seconded the motion, and the motion carried unanimously.

Consent Calendar

Mr. Schreimann moved to **approve the items on the Consent Calendar.** Mrs. Carter seconded the motion, and the motion carried unanimously.

Items for Discussion, Consideration, and Possible Vote

Homeland Security Advisory Council

Commissioner Stein reported that the Higher Education Subcommittee of the Homeland Security Advisory Council was officially appointed in January 2008. The Commissioner chairs the committee, and the appointees are listed in the attachment. The MDHE and the Department of Public Safety worked together to achieve a balance of campus safety personnel, police, administration, faculty, and student appointees to the Subcommittee.

The first meeting of the Subcommittee was held on February 5, 2008, and the appointees were very engaged in the issues discussed. They are dedicated to moving the recommendations of the Campus Security Task Force to the next level. The Subcommittee made a commitment to conduct a needs analysis on security; institutions can expect to receive a questionnaire in the near future.

The Subcommittee is considering the development of a website specifically for higher education security issues and is talking about statewide symposia and workshops to pursue best practices. There is interest in helping Missouri understand niches and opportunities for developing programs for future careers in homeland security at all levels. There were also questions raised about things that all undergraduate students should have exposure to regarding campus security.

We are continuing to explore the idea of higher education becoming a part of the Missouri Alert Network. Currently, the Network is used by K-12; it sends a test message every month and is capable of communicating vital information in moments. Presidents and chancellors will be hearing from me as we proceed with that initiative.

Distribution of Carl Perkins Vocational Funds

Mr. Wagner and Dr. John Ganio briefed the board on the Carl Perkins Vocational and Applied Technology Educational funds. These block grants are awarded to each state for the development of academic, vocational, and technical programs.

The community colleges have been in discussion with DESE for several months regarding the formula used for distribution of these funds between K-12 and higher education. The community colleges do not feel the distribution is equitable and postsecondary institutions have not had adequate input into the state plan. The institutions have been unable to reach a satisfactory resolution with DESE.

Commissioner Stein stated that he had met with Commissioner of Education Kent King and had sent the Commissioner a copy of the board item on this issue. Commissioner King provided Commissioner Stein with the following statement:

“The Department of Elementary and Secondary Education is in the process of working with community colleges on their enrollment data for the last fiscal year. DESE plans on sending back to the colleges the enrollment data that was submitted on the unduplicated enrollment forms. DESE will then ask the colleges to certify that the data are correct, or if not, resubmit the data based on their records (must be auditable). DESE will review the revised data to determine the effect on the split of funds.”

In talking with community colleges and with Commissioner King, it is apparent that there may be a strain on the system as both the community colleges and DESE feel strongly about this issue. The MDHE felt it was important to bring this information before the board so there will not be a surprise should tensions arise over the next few months.

Mr. Schreimann asked if it was a routine nationwide that the secondary education agency was the administrator of these funds. Dr. Ganio responded that it is typical but that the distribution of funds within each state varied. Each state had to designate the responsible agency, and Missouri selected the State Board of Education. To change the administrative agency in Missouri would probably require legislative action.

P-20 Council Update

Chair Swan briefed the board on three outstanding items regarding the P-20 Council.

First, the Governor has appointed chairpersons for the seven P-20 regions, and three of those are well into the planning stages for their summits – the St. Louis region, which will have a heavy emphasis on METS, the Northwest region (April 15th), and the Southeast region (April 8th), which will be working with WIRED grant personnel who have done research on the gaps and needs in southeast Missouri.

Next, the Council has been in discussions with the Coordinating Board for Early Childhood to add the “P” to the P-20 Council.

Finally, the Council has been engaged in dialogue regarding remediation. The Curriculum Alignment Initiative and the upcoming gap study of competencies will provide information the Council needs in order to proceed on this issue.

Report of the Commissioner

Commissioner Stein expressed gratitude and appreciation to the staff of the Department of Higher Education. We hope to grow after July 1 if the budget and FTE requests go through.

We know we are going to have turnover in the administration. We are making tremendous progress in the development of the Coordinated Plan and the HEF Task Force. It is to our advantage to get as much of this in place as possible prior to the election. It is important over the next few months to bring the ideas of the HEF and Coordinated Plan committees together to ensure those two tributaries converge.

We ask that you share information over the next months on which legislators are returning next session and who are the candidates for empty seats. We need to work on a plan of action to grab the attention of the candidates on both sides of the aisle.

We are working weekly with the Governor’s office to fill vacancies on the Coordinating Board.

The plan for a needs analysis for the Cape Girardeau area is moving forward. The funds have been raised and now we will pull together to get the word out and hire someone to come in and do the needs analysis in the region.

The Committee on Transfer and Articulation (COTA) sponsored a statewide transfer conference at the end of January, which saw a 20 percent increase in attendance over last year’s conference. A report on the outcomes of that conference will be provided at the April meeting. COTA will be refocusing on dual credit over the next year.

The Commissioner expressed his gratitude to the board for their dedication and determination to maintain a quorum even under difficult circumstances so that we can move forward with our business.

Adjournment

Chair Swan thanked Karen Finkenkeller for the hospitality shown by ITT Technical Institute, and thanked the presidents and chancellors for their input on the issues.

Mrs. Carter made a motion to adjourn the meeting. Mr. Cole seconded the motion, and the motion carried unanimously.

The meeting adjourned at 11:00 am

**Roster of Guests
Coordinating Board for Higher Education
February 7, 2008**

Name	Affiliation
Terri Agee	Missouri Southern State University
Zora AuBuchon	Missouri Department of Higher Education
Wendy Baker	Missouri Department of Higher Education
Ann Brand	St. Louis Community College
Leanne Cardwell	Missouri Department of Higher Education
Jeanie Crain	Missouri Western State University
Don Doucette	Metropolitan Community College
John Ganio	St. Louis Community College
Larry Gates	University of Missouri
Constance Gully	Harris-Stowe State University
James Kellerman	Missouri Community College Association
Nikki Krawitz	University of Missouri
Brian Long	Council on Public Higher Education
Michael McManis	Truman State University
Scott Northway	Missouri Department of Higher Education
Marty Oetting	University of Missouri
Ann Pearce	University of Central Missouri
Dave Rector	Truman State University
William Shoehigh	University of Phoenix
Dwayne Smith	Harris-Stowe State University
Rochelle Tilghman	Harris-Stowe State University
Al Tunis	Metropolitan Community College
Laura Vedenhaupt	Missouri Department of Higher Education
Leroy Wade	Missouri Department of Higher Education
Paul Wagner	Missouri Department of Higher Education

AGENDA ITEM SUMMARY

AGENDA ITEM

FY 2009 Budget Update Governor's Recommendations
Coordinating Board for Higher Education
April 10, 2008

DESCRIPTION

The purpose of this item is to update the Board on the current status of the supplemental operating and capital budgets for FY 2008 and the operating and capital budgets for FY 2009.

Supplemental Budgets

HB 2014 is the FY 2008 supplemental operating budget and is currently in conference committee for the respective chambers to resolve differences. All of the items in the bill that impact higher education were agreed upon prior to conference by both chambers. These are:

- an additional \$630,000 to maintain full funding of the "Bright Flight" program,
- an additional \$24,000 to maintain full funding of the Public Service Survivor Grant program, and
- \$800E from the Advantage Missouri Trust Fund to allow refunds to participants who have overpaid their obligations.

HB 2019 is the supplemental budget for the Lewis and Clark Discovery Initiative. It includes \$31,182,000 for the Ellis-Fischel Cancer Center project at the University of Missouri-Columbia and \$15,000,000 for the Pharmacy/Nursing Building at the University of Missouri-Kansas City. It has been signed by the Governor.

HB 2020 is the regular supplemental capital budget and has been signed by the Governor. It includes \$500,000 each for Missouri State University and the Missouri University of Science and Technology for a cooperative engineering program.

Department Budget

In **HB 2003**, the House has not changed the CBHE and Governor's recommendation for the transfer of 5.5 FTE out of the expired GEAR UP grant administrative appropriation to support critical priority issues and statutory responsibilities elsewhere in the department. The recommendation is for 4.0 FTE to be reallocated to add personnel to, among other things, enhance data collection and analysis, increase efforts to reduce the number of diploma mills operating in Missouri, help increase collaboration among institutions, begin administration of the Missouri Teaching Fellows Program, and support mission review. An addition of \$197,657 was also approved in GR funds by the House to support these 4.0 FTE as entry research associate position levels.

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HB 2003 also includes the reallocation of 1.5 GEAR UP FTE to Loan Program administration to improve service and marketing, ensure compliance with state and federal laws, and maintain market share in a competitive financial environment. No additional dollar appropriation authority is required to support the reallocated FTE for the Loan Program. The House did, however, remove the \$300,000 recommended by the CBHE and Governor that would be used to outsource and contract for additional services. In addition, the House reduced several state departments' existing expense and equipment budgets by 3 percent. This will reduce the MDHE's E&E budget by \$4,296.

The House also changed the Governor's recommendation for a 3 percent pay increase for department employees to a set dollar increase of \$1,056 for all employees.

Student Financial Assistance Programs

In **HB 2003**, the House has made no changes to the Governor's recommendation to bring the total spending in Access Missouri to \$100 million for FY 2009.

The House also supported the Governor's recommendation for \$23,000 for additional qualifying students in the Public Service Survivor Grant program.

College and University Operating Budgets

The House reduced the CBHE and Governor's recommendation for the second year installment of the commitment to increase the base operating budgets of public institutions. The Governor's recommended increase was for a total of \$40.1 million, which represented, in total, a 4.4 percent increase and the House recommendation is for \$38.5 million which represents in total a 4.2 percent increase. The difference between these two figures arises from the House's methodology of simply adding the same dollar amount of last year's increase versus the CBHE and Governor's methodology of carrying forward the percentage of increase.

The House has not recommended any funding for the "Preparing to Care" initiative designed to increase the number of graduates in professional health fields from Missouri public institutions of higher education. The Governor's recommendation was for a total of \$13.4 million, roughly a third of the total CBHE request, to increase the number of graduates for these professions.

The House Budget Committee removed the \$600,000 that the Governor had recommended for the Missouri Southern State University distance dental hygiene program, but on the floor \$450,000 was restored for that program.

Two other Governor's recommendations were removed from the budget by the House. These were the \$2,000,000 for a student safety project at Missouri Southern in HB 2008 (Public Safety) and \$500,000 in HB 2002 (Elementary and Secondary Education) to support Advanced Placement summer institutes at Southeast Missouri State University and Truman State University.

Capital Improvements

In **HB 2023**, the FY 2009 capital improvements bill, the Governor made the following recommendations impacting higher education institutions:

- \$10,000,000 for the Vehicle and Power Center at Linn State Technical College;
- \$750,000 for expansion study planning for the University of Missouri-Kansas City Dental School; and
- \$5,000,000 for the Thompson Center for Autism and Neurodevelopmental Disorders on the University of Missouri-Columbia campus.

The House has yet to introduce a capital improvements budget bill.

Other Items

The House made no changes to the Governor's recommendations for the following other FY 2009 operating increases in House Bill 2003:

- \$5,000 to cover increased dues for the Midwest Higher Education Compact;
- \$437,640 for the Missouri Telehealth Network; and
- \$100,000 for the State Historical Society.

STATUTORY REFERENCE

Sections 173.005(2), 173.030(7) RSMo

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

None

AGENDA ITEM SUMMARY

Coordinated Plan Update
Coordinating Board for Higher Education
April 10, 2008

DESCRIPTION

Missouri statutes assign responsibility to the CBHE for developing a coordinated plan for higher education in the state. The intent of this agenda item is to provide an update on the board's fulfillment of this responsibility.

Background

At its February 7, 2008, meeting, the Coordinating Board approved *Imperatives for Change: Building a Higher Education System for the 21st Century* as a framework for a new coordinated plan (The Plan) for Missouri's higher education system. The Plan (Attachment A) includes three major strategic issues:

- Increase Educational Attainment
- Develop a 21st Century Society and Global Economy
- Enhance Resources through increased Investment, Stewardship, and Responsibility

Within each strategic issue are several strategies and suggested actions.

The next phase in completing The Plan involves identifying agreed-upon measures, setting target goals and timelines, and assigning major implementation responsibilities. Once completed, The Plan is intended to serve as the major planning document for Missouri's system of higher education for the next three (3) to five (5) years.

Current legislative debates about the FY 2009 budget underscore the need for higher education to be more successful in garnering support from elected officials and the public for increased funding for institutional operating budgets. To be effective, The Plan should represent a common vision for the state's higher education system so the CBHE, the MDHE, and institutions will speak with one voice as we work collaboratively in prioritizing goals, justifying an increased resource base, recommending a fair and equitable distribution of resources, and implementing strategies that will result in an improved higher education system for all Missourians.

Attachment B provides a draft list of major goals and potential indicators for progress identified by MDHE staff for each strategic issue as a catalyst for further discussion by CBHE members and Presidents and Chancellors at the April 10, 2008, CBHE meeting. These suggestions are not intended to represent a comprehensive list of indicators. They are a starting point, designed to begin the discussion of how the state should measure its progress toward achieving critical goals and objectives. Some of the measures will be readily accessible from existing institutional, state, and national data systems; others will require the design and collection of new data. Taken

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April 10, 2008

collectively, an agreed-upon list of indicators should become the foundation of an annual performance report that can be shared with external constituents.

Too often indicator reports end up including so many measures that their impact is lessened. A major challenge will be to determine the essential indicators needed for us to become more reflective about our environment, to be conscientious in evaluating our performance, and to communicate more effectively about the value of higher education to external constituencies.

Once there is agreement on overall goals and indicators that will be incorporated into The Plan, baseline data, operational measures, and specific targets will be detailed, public policy initiatives will be specified, and timelines and responsibilities will be identified.

Conclusion

In the absence of a coordinated statewide plan for the future of Missouri higher education, efforts to demonstrate the value of higher learning and commitments to continually improve the system have lacked a clear anchor to set direction, measure progress, and document our collective contributions to the educational and economic strength of the state. Filling that void together is a most crucial step, as it will determine statewide expectations for progress and set the stage for future efforts to build a broader base of support for accelerating investments in higher education. It is critical that this agenda item spark a thoughtful and reflective discussion that will ultimately move us closer to reaching consensus on this next phase of The Plan.

STATUTORY REFERENCE

Section 173.020 (4), RSMo. The coordinating board's responsibilities include identifying higher education need in the state and designing a coordinated plan for higher education.

RECOMMENDED ACTION

This is a discussion item only.

ATTACHMENTS

- Attachment A: *Imperatives for Change: Building a Higher Education System for the 21st Century*
Attachment B: Draft List of Goals and Potential Indicators of Progress

***Imperatives for Change:
Building a Higher Education System for the 21st Century***

**A Coordinated Plan
for Missouri Higher Education**

*Adopted by the Coordinating Board for Higher Education
February 7, 2008*

Mission Statement for Missouri Higher Education System:

The Coordinating Board for Higher Education, the Missouri Department of Higher Education, and the state's institutions of higher education will work collaboratively to support a diverse system of affordable, accessible, high-quality educational institutions that demonstrate student learning and development, encourage and support innovation, foster civic engagement, enhance the cultural life of Missourians, and contribute to economic growth.

Imperatives for Change: Building a Higher Education System for the 21st Century

Introduction

The rapidly changing social and economic environment presents profound challenges to all states and nations. More than ever, in the knowledge-based economy of the 21st century, higher education is the gateway to an improved standard of living for Missouri's citizens. The imperative for change is clear: those educational systems that adapt to the new environment will be positioned to lead their states to succeed in a globally competitive world.

The collective challenge to the higher education system is to understand the key components of the environment and to devise effective strategies that will capitalize on strengths while addressing weaknesses in challenging financial times. Providing the vision, the stable and sufficient resources, and the collective action to support a higher education system that ensures the future prosperity of Missouri citizens, the state of Missouri, and the nation is necessary to address the most important challenges of the day.

Imperatives for Change provides a vision that has been developed collaboratively by Missouri's higher education institutions and the Coordinating Board for Higher Education. This plan will serve for the next three (3) to five (5) years as a foundation for prioritizing goals, justifying an increased resource base, allocating resources, and implementing dynamic strategies to provide Missouri citizens with the educational opportunities they need to be competitive on a global scale.

Vision Statement

Missouri's higher education will be an innovative and coordinated system of diverse postsecondary institutions that benefits Missouri and the Nation by equipping all Missouri citizens for personal and professional success in the 21st century and that is moving towards becoming one of the best in the nation.

Basic Values

Missouri's higher education community is united in its commitment to the following core values.

- ❖ Higher education in Missouri serves many purposes and clientele, but first and foremost the system is focused on students, learning, and each individual's realization of their full educational potential.
- ❖ The system of higher education must be accessible to all so students may attend the institution best suited to their goals and needs.
- ❖ Access without success is an empty promise, so Missouri's higher education institutions are dedicated to providing nationally and internationally competitive educational programs, research, and extension services to ensure its students have the knowledge and skills necessary for success in the 21st century, including the ability to think critically, communicate effectively, and to be life-long learners.
- ❖ Diversity of institutional missions is a strength of the system that must be preserved.
- ❖ Higher education is a public good as well as a private benefit, and Missouri's institutions are dedicated to fostering economic development for the state and encouraging civic engagement by its citizens.
- ❖ Basic and applied research, the creation of knowledge, and the application of information to solve problems are basic functions of the higher education system that must be recognized and supported.
- ❖ The higher education community is dedicated to using decision-making processes based on reliable and transparent data.

- ❖ The higher education community values the appropriate use of technology to enhance programs, services, research, and administration.
- ❖ Public accountability for learning outcomes and stewardship of public funds are priorities for Missouri's higher education institutions.
- ❖ Ensuring the continued affordability and effectiveness of Missouri's higher education system requires a partnership among the institutions, the state, and other stakeholders.

Strategic Issues and Action Steps

Strategic Issue #1:

Increase Educational Attainment

OVERARCHING GOAL: Missouri's higher education system will improve educational attainment, including certificate and degree production at all levels, to enhance the quality of Missouri's workforce and the quality of life of its citizens.

Strategy #1.1: Increase Certificate and Degree Production at All Levels

These action steps will be taken and assessed:

- ✓ Raise the aspirations of those who do not see postsecondary education within their reach;
- ✓ Increase postsecondary access for, and success of, historically under-represented groups;
- ✓ Develop incentives and rewards for institutions that increase degree production and retention rates while demonstrably sustaining quality within programs;
- ✓ Expand opportunities for non-traditional learners through course redesign, alternative methods of program delivery, and better coordination of distance education; and
- ✓ Create incentives and standards for seamless student transitions between educational institutions.

Strategy #1.2: Improve Financial Access

These action steps will be taken and assessed:

- ✓ Implement the Higher Education Student Funding Act;
- ✓ Support the growth of the Access Missouri Student Financial Assistance Program;
- ✓ Carry out a sustained statewide public information campaign on the value of higher education and the steps prospective students must take to prepare academically and financially; and
- ✓ Increase state funding and external funding sufficient to enable institutions to minimize tuition increases and maintain quality undergraduate and graduate programs and services.

Strategy #1.3: Improve Academic Access

These action steps will be taken and assessed:

- ✓ Implement appropriate early intervention strategies at the school district level;
- ✓ Implement the Curriculum Alignment Project;
- ✓ Support the activities of the P-20 Coalition;
- ✓ Support incentives for the recruitment of new teachers in high need areas; and
- ✓ Establish specialized programs to attract experienced teachers to shortage areas or qualify them to teach in shortage fields.

Strategy #1.4: Improve Geographic Access

These action steps will be taken and assessed:

- ✓ Provide incentives for attracting adult students, particularly in underserved regions;
- ✓ Provide incentives for the delivery of degrees (especially graduate degrees) in underserved geographic areas;
- ✓ Provide institutional support for the additional costs associated with non-traditional course delivery methods; and
- ✓ Review and, if necessary, strengthen CBHE oversight to assure the effectiveness of non-traditional programming.

Strategic Issue #2

Develop a 21st Century Society and Global Economy

OVERARCHING GOAL: Missouri's higher education system will contribute to a dynamic, information-based, globally competitive society and economy by collaborating with government and business to create a well-prepared, world-class workforce; by advancing human knowledge; and by enriching the state's culture.

Strategy #2.1: Improve the Responsiveness of Higher Education to Evolving Workforce Needs

These action steps will be taken and assessed:

- ✓ Develop corporate links to access training and learning opportunities;
- ✓ Expand customized education and training opportunities where the business community and higher education institutions work together;
- ✓ Offer more access for place-bound or time-bound learners; and
- ✓ Establish employer-based feedback mechanisms to evaluate the quality and preparedness of the graduates of postsecondary programs.

Strategy #2.2: Enhance METS and Health-related Fields

These action steps will be taken and assessed:

- ✓ Work with elementary and secondary schools to increase student interest in mathematics and science while improving overall educational preparation in mathematics and science;
- ✓ Invest in increased institutional capacity in health-related and technology programs;
- ✓ Increase the number of postsecondary students completing courses in METS-related fields; and
- ✓ Offer funding incentives to institutions for increasing graduates in METS and health-related fields while demonstrating sustained quality programs.

Strategy #2.3: Improve access to strengthened graduate and professional programs as well as continuing professional development opportunities

These action steps will be taken and assessed:

- ✓ Foster increased access to graduate and professional programs for historically underserved populations;
- ✓ Provide incentives to expand access to graduate and professional programs in underserved areas using cooperative arrangements, resource sharing, and technology whenever possible; and
- ✓ Expand access to high-quality continuing professional development opportunities in underserved areas using cooperative arrangements, resource sharing, and technology whenever possible.

Strategy #2.4: Enhance Basic and Applied Research and Development

These action steps will be taken and assessed:

- ✓ Develop public relations efforts to inform the public about the benefits of research activities;
- ✓ Establish competitive grant programs to expand research capacity in higher education institutions;
- ✓ Establish competitive grant programs for collaborative research projects;
- ✓ Improve cooperation between the Department of Economic Development and higher education institutions;
- ✓ Establish and utilize a state-supported data inventory for identifying expertise and opportunities that result from research and development activities on campuses;
- ✓ Provide extension programs and innovation centers with technical guidance to encourage the development of new companies, economy clusters, and partnerships;
- ✓ Provide incentives to institutions that transfer new technologies to the marketplace.

Strategy #2.5: Enhance Intellectual Development and Foster Civic Engagement in All Students.

These action steps will be taken and assessed:

- ✓ Encourage and reward institutions to emphasize and assess student gains in critical thinking, creative problem solving, and effective communication in all academic programs;
- ✓ Provide incentives to institutions to provide their students increased access to “high-impact” learning opportunities like internships, study abroad, student-faculty research, and service learning that foster increased intellectual growth and social engagement;
- ✓ Use technology and alternative delivery mechanisms to increase opportunities for lifelong learning by all Missouri citizens;
- ✓ Foster increased cultural literacy, international understanding, and appreciation for diversity in all students through appropriate learning opportunities; and
- ✓ Establish learning communities within institutions that encourage the development of engaged citizens among students, faculty, staff, and the surrounding community.

Strategic Issue #3:

Enhance Resources through Increased Investment, Stewardship, and Responsibility

OVERARCHING GOAL: Missouri’s public institutions of higher education will increase external financial support for higher education by clearly demonstrating its value to key stakeholders and public policy-makers while providing a globally competitive workforce, creating valuable new knowledge and products, and enriching the quality of life of all Missourians.

Strategy #3.1: Improve the efficiency, effectiveness, and accountability of Missouri’s higher education system.

These action steps will be taken and assessed:

- ✓ Use appropriate technology to improve the delivery of instruction, the sharing of knowledge, and the accomplishment of managerial tasks;
- ✓ Incorporate considerations of institutional efficiency in the implementation of the Higher Education Student Funding Act;
- ✓ Establish current agreed-upon missions (between each institution and the CBHE) and reinstitute five-year mission reviews;
- ✓ Provide incentives to and recognize institutions for maintaining distinctive missions;
- ✓ Provide consistent, comparable, and transparent information on the student experience to key higher education stakeholders, including prospective students and their families, public policy makers, and campus faculty and staff;

- ✓ Provide consistent, illustrative, and transparent information on research activities and accomplishments to key higher education stakeholders, public policy makers, and the general public;
- ✓ Pursue continuous improvement and demonstrate accountability for student learning and development; and
- ✓ Facilitate inter-institutional partnerships that increase revenues and decrease expenses.

Strategy #3.2: Garner sufficient resources for Missouri's higher education system to maintain its physical assets and compete for the best available human resources.

These action steps will be taken and assessed:

- ✓ Develop new coherent, complementary and coordinated policy-driven funding strategies for increased public support that will help ensure national competitiveness;
- ✓ Measure progress in achieving strategic initiatives;
- ✓ Maximize non-state resource development through increased external grants, additional contracts for services, expanded development activities, and additional entrepreneurial activities; and
- ✓ Reward institutions for innovations in efficiency and demonstrated improvement in delivering quality educational programs and services.

Strategy #3.3: Foster Increased Targeted State Investment in Missouri's Higher Education System to Create National Centers of Excellence

These action steps will be taken and assessed:

- ✓ Identify key investment opportunities consistent with this plan and state needs that have a high potential rate of return on investment; and
- ✓ Provide incentive funding to institutions to attain specific outcomes related to these targeted investments.
- ✓ Establish cooperative alliances with appropriate business and industries to help assure success; and
- ✓ Develop the infrastructure necessary to commercialize the outputs of the projects.

DRAFT LIST OF GOALS AND POTENTIAL INDICATORS OF PROGRESS

I. Educational Attainment

Strategies:

- Increase certificate and degree productivity at all levels
- Improve financial access
- Improve academic access
- Improve geographic access

Goal 1: *Missouri will increase the percent of its population that possesses a postsecondary credential.*

- Baseline data and target goals still to be determined

Potential Indicators of Progress

Preparation

- Number and percent of ACT test takers and average composite ACT score
- Number and percent of high school graduates who enter college requiring remedial coursework (separate percentages by content area)
- Some measures of teacher quality (Praxis scores; major in the content area for secondary teachers, feedback from principal/superintendents, performance of K-12 students)
- Impact of outreach to P-12 schools

Participation and Success

- Number of degrees and certificates produced
- College attendance rates (9th grade cohort analysis four years later)
- College attendance rates (high school graduates cohort analysis immediately following graduation)
- Remedial student success in first collegiate course in discipline
- Freshman success rates (full-time freshmen completing 24 hours and a 2.0 GPA after one year)
- Freshman to sophomore retention rates (at any institution)
- Graduation rates (three and six year cohort analysis)
- Educational level of Missouri citizens by age group and county of residence

Focus on Underserved

Goal 2: *Participation and success of underserved populations (economic, geographic and older students) will increase.*

- Baseline data and target goals still to be determined

Potential Indicators of Progress

- Number of students below the federal poverty line enrolled in at least one collegiate-level postsecondary course
- Number of students who received Free and Reduced Lunch benefits in secondary school enrolled in collegiate level postsecondary education
- Percent of family income required to pay for college costs
- Proportion of non-loan student aid packages from various sources (federal, state, institutional)
- Net tuition and fees by educational sector at Missouri institutions compared to peer states and nationally
- Enrollment in on-line course and program options by students other than on-campus students
- Number of students served who are age 25 or over
- Trend data on numbers of students served who are age 25 or over
- Enrollment in outreach programs developed through collaboration of two or more institutions, including those with non-Missouri institutions
- Enrollment in communities with population of x or greater in postsecondary education programs
- Number of postsecondary education program graduates, at all levels, that reside in community with a population of x or less

II. A 21st Century Society and Global Economy

Strategies:

- Improve responsiveness of higher education to evolving workforce needs
- Enhance METS and health-related fields
- Improve access to strengthened graduate and professional
- Programs as well as continuing professional development opportunities
- Enhance basic and applied research and development
- Enhance intellectual development and foster civic engagement in all students

Goal 3: <i>The number of college graduates who are well prepared to be productive competitive contributors in the new economy will increase.</i>

- Baseline data and target goals still to be determined

Potential Indicators of Progress

- National student engagement survey (utilization by institutions)
- Student/alumni satisfaction
- Employer satisfaction
- Average student loan debt
- Student learning in general education (CLA, MAPP, Other)
- Pass rates on licensure/certification assessments
- Measures of student learning in majors without licensure or certification (*also listed in Goal 9*)
- Success in receiving available specialized accreditation for academic programs

Goal 4: *Missouri will increase its productivity of graduates in fields critical to the state's economic growth and vitality.*

- Baseline data and target goals still to be determined

Potential Indicators of Progress

- Number and percentage of degrees produced (by level) in METS and health related fields
- Numbers and percentage of degrees in math and science education
- Number and percent of new teachers certified as eMINTS teachers upon graduation
- Success of career and technical students in job placement
- Number of identified academic program gaps in state's program inventory

Goal 5: *Missouri will expand and maximize its research productivity.*

- Baseline data and target goals still to be determined

Potential Indicators of Progress

- Missouri's rank in national share of academic research in key fields
- Total expenditures on research and development as a proportion of Gross State Product (GSP)
- Number of patents awarded to Missourians
- Number of new start-up businesses linked to Missouri research or development incubators
- Missouri's New Economy Index compared to other states

Goal 6: *The contribution of Missouri's colleges and universities and their graduates to the social and civic improvement of their communities and the state will increase.*

- Baseline data and target goals still to be determined

Potential Indicators of Progress

- Number of individuals, organizations and communities served annually by institutionally sponsored education outreach programs
- Number of institution-wide cultural fine arts, athletic and other events offered annually
- Number of attendees at cultural, fine arts, athletic and other events offered annually

III. Enhance Resources through Increased Investment, Stewardship, and Responsibility

Strategies:

- Improve the efficiency, effectiveness and accountability of Missouri's higher education system
- Garner sufficient resources for Missouri's higher education system to maintain its physical plant and compete for the best available human resources
- Foster increased targeted state investment in Missouri higher education system to create centers of excellence

Goal 7: *Missouri institutions will increase the efficiency with which they move students to graduation.*

- Baseline data and target goals still to be determined

Potential Indicators of Progress

- Rates of success and time to completion for transfer students
- Graduation rates (three and six year cohort analysis) by selectivity or mission

Goal 8: *Missouri institutions will increase the proportion of total expenditures dedicated to instruction and instruction related activities.*

- Baseline data and target goals still to be determined

Potential Indicators of Progress

- Expenditures on institutional support as a percent of total education and general expenditures

Goal 9: *Missouri institutions will demonstrate effectiveness in and be held accountable for student learning gains.*

- Baseline data and target goals still to be determined

Potential Indicators of Progress

- Student learning in general education (CLA, MAPP, Other)
- Pass rates on licensure/certification assessments
- Measures of student learning in majors without licensure or certification (*also listed in Goal 3*)

Goal 10: *Missouri institutions will attract additional resources from private, federal, and state sources.*

- Baseline data and target goals still to be determined

Potential Indicators of Progress

- Total private gifts received

- Trend data on external non-governmental grants and gifts

- Total federal revenues received
- Trend data on federal grants and appropriations

- Total state revenues received
- Trend data on public institutions' share of total state appropriations
- Analyses of increased/decreased state higher education appropriations compared to surrounding states and national averages
- Trend data on state support for capital projects that support teaching, research, scholarship, and service activities

AGENDA ITEM SUMMARY

AGENDA ITEM

Higher Education Funding (HEF) Task Force Update
Coordinating Board for Higher Education
April 10, 2008

DESCRIPTION

The Coordinating Board for Higher Education (CBHE) is committed to developing new funding policies that will be used to request appropriations for Missouri's public colleges and universities during the annual legislative budget process. The intent of this board item is to provide an update on this important initiative.

Status

The Task Force is developing a multi-year business plan that outlines strategic directions for higher education, and recommendations will be submitted to the CBHE at the June 2008 meeting. After thoroughly discussing the changes that have taken place over recent years, and the financial challenges facing the state and the higher education community today, the Task Force adopted the case statement in Attachment A and developed investment strategies and an overarching framework as described in Attachment B.

The strategies include three main components:

- 1) Funding the core mission and investments to maintain quality and opportunity
- 2) Strategic initiatives, which include investments to improve quality and expand service and opportunity
- 3) Performance funding, which includes investments that reward quality and results

Task Force members have expressed consensus that the highest priority should be given to funding the core mission, the second priority to strategic initiatives, and the third priority to performance funding. Each component is described in greater detail below.

Core Mission (at least CPI but preferably more - approximately \$9.5 million for each percent)

Investments in this category focus on:

- supporting ongoing operations and related fixed costs
- addressing enrollment sensitivity and unevenness in funding, which has resulted from lack of funding for enrollment growth
- closing the gap between Missouri's higher education institutions and institutions in contiguous states with emphasis on the results garnered from closing that gap

The Task Force agreed to a "hold harmless" provision whereby no institution's current appropriations would be reduced in order to fund equity or fixed cost increases for other institutions.

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Operationally, the first investment for *Core Mission* would consist of an across-the-board investment, e. g., the Consumer Price Index. Each institution would develop a concise summary of their fixed cost increases and an explanation of how these funds will be used to support ongoing operations.

The second investment for *Core Mission* would be triggered after funding for ongoing operations/fixed cost increases and would be used to address enrollment sensitivity and funding unevenness. Investments would also be made to make institutions more competitive. Both the two- and four-year institutions have been developing funding models and recommendations to be used in allocating resources within sectors to address enrollment sensitivity, funding unevenness, and competitiveness in terms of external benchmarks. The models take into account mission and program mix for the various institutions. It is anticipated that Presidents and Chancellors will be prepared to discuss their level of agreement for within-sector distributions during the April board meeting.

Examples for allocating funds to the *Core Mission*: if 5 percent were allocated to the *Core Mission* and if the CPI increased by 3 percent, then 3 percent would be allocated across the board to all institutions; the remaining 2% would be allocated to each sector to address unevenness and competitiveness with contiguous states based on an allocation formula supported by institutions within the respective sectors. If the CPI increased by 3 percent and funds of only 3 percent (or less) were available, then all the investments would be across-the-board.

Strategic Initiatives

Strategic initiatives address both what the individual institution is currently doing (enhancing current services and programs) as well as initiatives to provide additional programs or services to the state (such as Preparing to Care).

The HEF Task Force has reaffirmed its support for the **Preparing to Care** initiative and has indicated that continued support for this initiative is critical and should be included in any future funding request if the Preparing to Care initiative is not fully funded in FY 2009. In developing continued focus on preparing health care graduates, institutions would be encouraged to work cooperatively to identify specific programs and the number of graduates associated with a particular budget request. The other five potential strategic initiatives are:

- **Access to Success**, designed to improve the participation and academic success of “at risk students”
- **Teachers for the Future**, designed to improve K-12 student learning outcomes
- **Research and Service**, designed to support and incent basic and applied research activities and community service activities
- **METS**, designed to develop the critical mass of human talent needed to support strategic industries key to Missouri’s future regional and global competitiveness
- **Protecting Investments**, designed to retain the value of the physical assets in public higher education and improve teaching and learning environments

Detailed overviews on these five initiatives are included in Attachment B. Members of the Task Force are currently reviewing data that would be used in allocating these investments.

The HEF Task Force's vision for strategic initiatives is to use a "menu" approach that would present several options for strategic initiatives to policy-makers rather than having them prioritized prior to movement up the budgetary ladder. In addition, the Task Force recognizes that initiative options for future years should be flexible to take into account the changing environment and state needs.

The Task Force envisions that 1 – 1.5 percent of overall funding (approx. \$10 - \$15 million) would be allocated to *Strategic Initiatives* each year.

Performance Incentive Funding

The Task Force has also developed some tentative recommendations for *Performance Incentive Funding*. First, the Task Force believes that the purpose of *Performance Incentive Funding* should be to reward institutions based on how the institution is improving its own performance or for maintaining a high degree of performance relative to benchmarks.

The Task Force also discussed possible measures for *Performance Incentive Funding*. These measures include: licensure/exam pass rates, degree/certificates produced, educational outcomes, including assessment of student learning, and student satisfaction.

In addition the institutions are discussing additional measures that would serve as potential sector and/or institutional measures and plan to develop recommendations for these indicators prior to the next HEF meeting. It has been communicated that institution-specific measures should connect to both the institution's strategic plan and the HEF-T is also working on definitions and calculations for *Performance Incentive Funding*.

The Task Force envisions that 1% (approximately \$10 million) of overall funding would be allocated to *Performance Incentive Funding* each year.

One of the unique challenges to instituting a performance funding item is the timing associated with establishing benchmarks and measuring changes over time. There are several options available to address this issue and the task force plans to have a suggestion to accompany any performance funding system.

Some Remaining Issues

Any accommodation of equity/historical disparities or enrollment sensitivity in the *Core Mission* component is dependent, at this point, on distribution proposals from each respective sector. These proposals have not been presented at this point.

There are unresolved data and policy issues with at least one of the strategic initiatives (**Access to Success**) that will require additional discussion from the full task force.

At some point prior to or soon following the CBHE's action on HEF's recommendations at the June meeting, there will need to be a renewed discussion on the public relations efforts and packaging surrounding this initiative.

The Task Force's next meeting will be on April 10, 2008, following the Coordinating Board meeting.

STATUTORY REFERENCE

Chapter 173, RSMo, Chapter 33.210 – 33.290, Chapter 163.191, RSMo

RECOMMENDED ACTION

This is an information item only.

ATTACHMENTS

- Attachment A: HEF Task Force Case Statement
- Attachment B: Overview on Strategic Initiative Options

Higher Education Funding Task Force Case Statement

Invest in public higher education today,

Assure the success of Missouri tomorrow

Missouri public higher education institutions ...

Educate Missourians to compete and succeed in the 21st century

Missouri's public colleges and universities promote access, affordability, and accountability. They educate citizens of all ages to compete in today's international knowledge-based economy. This is especially true in such critical areas as mathematics, engineering, technology, and science.

Make Missouri an even better place to live now and in the future

Public higher education promotes personal growth and citizenship. Missouri's graduates strengthen our democracy. They are more productively employed, economically independent, and likely to volunteer, vote, and stay healthy. Further, Missouri's public colleges and universities add to the quality of life of our communities through the arts, entertainment, and other cultural initiatives.

Fuel the state's economic engine for the benefit of all Missourians

Public higher education meets statewide needs and generates economic development. Our public colleges and universities make vital contributions to Missouri's economic growth through investments in education, research, job training, and service. Public higher education also serves as a catalyst to attract and retain high paying jobs created by business and industry.

Access to Success

WHAT IS ACCESS TO SUCCESS?

Access to Success is a strategic initiative to improve the participation and academic success of “at-risk students” attending Missouri’s colleges and universities. The desired outcomes of this initiative are:

- Increased participation in higher education of traditionally underserved populations
- Increased retention rates of “at-risk students” from the first to the second year of college
- Improved competencies and mastery of basic verbal, quantitative, and analytical skills
- Increased associate and baccalaureate degree completions of “at-risk students”

“At-risk students” are defined as those students with a lower chance of succeeding academically in colleges due to inadequate preparation and mastery of basic numerical and verbal skills. For purpose of allocating Access to Success funds to four-year institutions, an “at-risk student” is defined as any student with ACT/SAT sub-score(s) in mathematics, or reading, or English below college readiness benchmarks indicating a low probability of academic success without appropriate remediation. For purpose of allocating Access to Success funds to two-year institutions, an “at-risk student” is defined as any student with ASSET sub-score(s) in numerical, or writing, or reading skills indicating a low probability of academic success without appropriate remediation.

WHY ACCESS TO SUCCESS?

- To close the educational gap between underserved populations and those traditionally served by higher education.
- To incentivize colleges and universities to provide programming support to assist “at-risk students”, so they can persist and complete their degrees.
- To ensure that undergraduates possess the requisite skills and abilities to be effective workers and engaged citizens.
- To incentivize colleges and universities to help undergraduate students complete their degree in a timely fashion.

HOW THE ALLOCATION OF FUNDS FOR ACCESS TO SUCCESS WORKS?

- Each four-year institution receives a portion of the Access to Success funds based on its proportionate share of academically “at-risk students” as determined by ACT college readiness benchmarks in Reading (score 21) or English (score 18).
- Each two-year institution receives a portion of the Access to Success funds based on its proportionate share of academically “at-risk students” as determined by an approved assessment instrument (ASSET or other) indicating a deficiency in one of the following basic skills: writing or reading.
- Each two-year institution receives a portion of the Access to Success funds based on its proportionate share of “at-risk students” completing the academic year with at least 12 credit hours and a grade point average of at least 2.0.
- Each four-year institution receives a portion of the Access to Success funds based on its proportionate share of “at-risk” first-time degree-seeking freshmen completing the academic year with at least 24 credit hours and a grade point average of at least 2.0.

- Each two-year and four-year institution receives a portion of the Access to Success funds in proportion to its share of total statewide associate or baccalaureate degrees awarded to “at-risk students”.

HOW ARE ACCESS TO SUCCESS FUNDS USED?

- Access to Success funds may be used at the discretion of each institution to improve support service for “at-risk students”.
-

Teachers for the Future

WHAT IS TEACHERS FOR THE FUTURE

The Teachers for the Future initiative is a program to improve K-12 student learning outcomes. The initiative seeks to accomplish this outcome by stimulating the development of teacher education programs of excellence at selected universities; in turn, these programs would become exemplars for other institutions and would offer lessons learned about best practices, thus improving the quality of teacher graduates produced by a broad range of universities. This program will:

- Produce teacher education graduates with higher levels of mastery of subject matter and pedagogical content knowledge that will allow them to teach more imaginatively and productively.
- Ensure that teacher candidates acquire and demonstrate mastery of literacy and numeracy skills, and that they are prepared to teach them, irrespective of the level at which they will be teaching.
- Ensure that elementary school teachers learn the core structure of multiple disciplines and are prepared to teach content knowledge in a variety of subjects.
- Provide teacher candidates with skills and abilities to evaluate and use new technologies to facilitate teaching and learning.
- Educate teacher candidates on the significance of cultural diversity and its impact on effective teaching.
- Provide an integrated clinical-practice and a two-year residency mentoring induction experience for all graduates of teacher education programs.
- Establish strong partnerships between K-12 schools and university teacher education programs.

WHY TEACHERS FOR THE FUTURE?

A well-educated workforce and citizenry begins with having well-educated and trained teachers in the public school system. Without highly qualified teachers expertly trained in their subject matter field, the likelihood of improving the educational level and workforce readiness of future generations is questionable. According to a recent report from the Carnegie Corporation:¹

... recent research based upon thousands of pupil records in many different cities and states establishes beyond doubt that the quality of the teacher is the most important cause of pupil

¹ Carnegie Corporation of New York, “Teachers for a New Era Prospectus,” *The Corporation’s Program*, n.d. (http://www.carnegie.org/sub/program/teachers_prospectus.html. 2004.

achievement. Excellent teachers can bring about remarkable increases in pupil learning even in the face of server economic or social disadvantage. Such new knowledge puts teacher education squarely at the focus of efforts to improve the intellectual capacity of school children in the United States. More than ever, the nation needs assurance that colleges and universities are educating prospective teachers of the highest quality possible.

In Missouri:

- Two-thirds of 7th to 12th graders are taught by qualified teachers, while among top-performing states 80% are taught by qualified teachers.
- Eighth graders perform poorly on national assessments in reading, writing, mathematics and science relative to top-performing states.
- A very small percentage of 11th and 12th graders score well on Advanced Placement tests.
- One-fourth of 9th graders do not graduate from high school.
- A significant percentage of “at-risk” elementary and secondary students fail to complete their public school education.

HOW THE ALLOCATION OF FUNDS FOR TEACHERS FOR THE FUTURE WORKS?

- Each teacher education program in a four-year institution receives a percentage of the Teachers for the Future funds based proportionately on the number of undergraduate teacher education graduates scoring between the 50th and 80th percentile on Praxis Series for teacher licensure and certification.
- Each teacher education program in a four-year institution receives a percentage of the Teacher for the Future funds based proportionately on the number of undergraduate teacher education graduates scoring above the 80th percentile on Praxis Series for teacher licensure and certification.
- Each two-year institution receives a percentage of Teachers for the Future funds based proportionately on the number of graduates who successfully obtain an AAT degree, or for students who transfer with 42 credit hours and are admitted to a participating four-year teaching program.
- Each teacher education program in a four-year institution receives funds to develop and provide a three-year mentoring program for new undergraduate teacher education graduates to increase the retention rate of teachers in the classroom.
- To remain eligible for Teachers for the Future funds, participating programs must be reviewed and re-accredited by the Department of Elementary and Secondary Education.

HOW ARE TEACHERS FOR THE FUTURE FUNDS USED?

- Teacher education programs use these funds to implement innovative changes in the teacher training curriculum corresponding to current best practices in the profession, e.g., Teachers for a New Era initiative sponsored by the Carnegie Corporation.
- Teacher education programs use these funds to develop partnerships with K-12 public schools; to support expanded clinical practice experiences; and to establish residency mentoring support for new teacher education graduates for the first two years of their teaching experience.
- Funds are used to support ongoing research and evaluation of learning outcomes of teacher education graduates and to continue improvement and make relevant teacher preparation curriculums.

Promoting Economic Development and Fostering Vibrant Communities: Research and Service

WHAT IS THE RESEARCH AND SERVICE INITIATIVE?

The Research and Service Initiative is a program of targeted investments in basic and applied research and service activities that enhance the economic viability of the state and that address “real life” issues facing people and their communities. Desired outcomes include:

- Creation of new products and services for commercialization; increases in patents; and establishment of spin-off companies.
- Revitalization of business districts, support for small business entrepreneurs, and enhanced tech transfer.
- Safe healthy communities and civic renewal and engagement by citizens in community-based institutions and organizations.
- Improved environmental conditions (i.e., infrastructure, energy conservation, renewable resources, etc.).
- Improved health for Missouri citizens through the creation of new therapeutic regimes and diagnostic procedures.

WHY RESEARCH AND SERVICE INITIATIVE?

- The state’s economic growth is directly linked to the amount of research and development spending in the state.
- The results of basic and applied research are directly tied to the commercialization of intellectual property (i.e., patents) which frequently attracts venture capitalists and leads to the creation of new spin off companies.
- Breakthroughs in life science research produce new delivery modes and treatments for some of our major health issues of the day.
- Applied research, particularly in the social and behavioral sciences, bring practical solutions to issues facing communities (e.g., crime, poverty, substance abuse, neighborhood revitalization, teenage pregnancy, and literacy).
- Basic and applied research provides the solutions to significant infrastructure issues such as homeland security, utilities and telecommunications, and transportation.
- The outcomes of university research contributions to: objective information to inform economic and public policy; technology transfer of newly developed knowledge to industry; support of new entrepreneurial futures; technical advisory assistance to small businesses; and establishment of joint university-private enterprises.

HOW THE ALLOCATION OF FUNDS FOR THE RESEARCH AND SERVICE INITIATIVE WORKS?

- Institutions receive 2% of their actual restricted direct expenditures for externally sponsored research in the prior fiscal year.
- Institutions receive 2% of their actual restricted direct expenditures for externally sponsored public service activities in the prior fiscal year, including those for economic development and

community outreach purposes. Excluded are direct federal appropriations for cooperative extension and agricultural experiment stations.

- The balance of the Research and Service Initiative funds will be distributed on the basis of competitive applications for projects supporting economic development and community service priorities of the state. Proposals are subject to a peer review process.
-

Workforce Needs for Regional and Global Competitiveness: METS Initiative

WHAT IS METS?

The METS Initiative is a program designed to develop the critical mass of human talent needed to support strategic industries key to Missouri's future regional and global competitiveness. The METS Initiative:

- Meets future workforce needs in occupational fields requiring education, training, and skills development in science and technology (i.e., mathematics, engineering, technology, and science)
- Provides support for employers needing focused workforce training programs
- Supports economic growth in cluster industries essential to Missouri's future
- Helps attract, develop, and retain new businesses strategically important to the state's economy
- Ensures Missouri's economic competitiveness, regionally and globally.

WHY METS?

- Missouri's P-20 Council has identified improvement in science and technology (METS) competencies as critical to meeting the workforce demands in occupational areas linked to key industries in the state.
- Sustained growth and innovation are keys to maintaining competitiveness in the global economy and require integrated investments in science and technology (METS).
- The state's abilities to remaining economically viable in the long-term requires investing in workforce training systems that provide workers the opportunity to improve technical skills and abilities to compete in the 21st century.
- The ability of the state to attract new businesses and support entrepreneurial ventures is dependent on the availability of a highly educated workforce equipped with technology expertise and skills that enable them to be productive in a fast-paced knowledge oriented economy.
- There is a growing gap between degree completions in science and technology fields and projected employment needs in Missouri.
- A technical skills gap exists in the state's incumbent workforce relative to skills required to meet the needs of targeted emerging industries in the state.

HOW THE ALLOCATION OF FUNDS FOR METS WORKS?

- Each two-year and four-year institution receives a portion of the METS Initiative funds based on its proportionate share of students with declared majors in METS fields of study. In addition, each participating institution also receives a portion of METS funds based on its proportionate share of total degrees and certificates awarded (i.e., certifications, associate, baccalaureate, and

graduate degrees) in METS fields of study (i.e., mathematics, engineering, technology, and science, including degrees in math and science education).

- A portion of the METS Initiative funds are distributed through incentive grants as a match for revenue provided by third party entities for specialized workforce training and development programs.
 - A portion of the METS Initiative funds are distributed through competitive grants that support collaborative partnerships between higher education, public schools and the business sector that will increase the number of students graduating in METS fields of study or spawn the development of entrepreneurial ventures, innovation, and technology transfer applications.
-

Protecting Investments: Maintenance and Repair

WHAT IS PROTECTING INVESTMENTS?

Protecting Investments is a strategic initiative to retain the value of the physical assets in public higher education, and improve the teaching and learning environment for students, faculty, and staff at Missouri's colleges and universities.

The desired outcomes of this initiative are:

- Updated facilities to address critical safety and accessibility issues
- Increased usage of environmentally friendly and efficient utility systems
- Increased support for the preservation of facilities to prevent early deterioration and more costly replacement

WHY PROTECTING INVESTMENTS?

- To preserve facilities, so they may be more effectively used in educational and research pursuits.
- To remain competitive in attracting and retaining students by providing high quality facilities and equipment.
- To provide an environment that supports enhanced teaching, learning, and research.
- To replace aged equipment that may limit the research capabilities in public higher education institutions.

HOW THE ALLOCATION OF FUNDS FOR PROTECTING INVESTMENTS WORKS?

- Each two-year and four-year institution receives on-going funding equal to 1.0 to 1.5% of the replacement value of its education and general facilities for annual maintenance and repair.
- To receive state funding, institutions are required to provide matching funds equal to the state's investment.

HOW ARE PROTECTING INVESTMENT FUNDS USED?

- Protecting investment funds are used for maintenance and repair projects that extend the useful life of educational and general facilities for their current purposes, and represent investments above the normal annual up-keep of facilities. Examples include, but are not limited to, roof

repair/replacement, repair/replacement of building environment systems (HVAC), repair/replacement of core building infrastructure, etc. Protecting investment funds are not used for renovation, modernization, adaptation for new use or code compliance.

AGENDA ITEM SUMMARY

AGENDA ITEM

Legislative Update
Coordinating Board for Higher Education
April 10, 2008

DESCRIPTION

This item provides information about legislation related to higher education. Please note that this information is current as of March 24, 2008. This item also provides information about the surveys the MDHE has conducted regarding institutions' endowments, which were initiated at the request of legislators.

Discussion

Over 100 bills that would directly affect higher education have been filed this legislative session. The majority of these bills are about scholarships. Immigration is another issue that has been the subject of a large number of bills.

The following bills appear to have some chance of passing:

Immigration

- [Representative Jerry Nolte's HB 1463](#), which prohibits the enrollment of unlawfully present aliens to public institutions of higher education, was passed by the House after several hours of contentious floor debate on March 12.
- Several bills contain language that would require applicants for public benefits to provide proof of legal eligibility to receive those benefits at the time of application. At least one is likely to pass. The MDHE has worked with the sponsors of those bills to suggest language changes that would not require applicants for state grants and scholarships to provide that proof at the time they apply, but rather before the applicant receives the grant or scholarships. Bills that contain this language include SBs [751](#), [858](#), [1186](#), and [1255](#); these and several other bills will likely be combined into one omnibus immigration bill.

Scholarships

- [Senator Scott Rupp's SB 846](#), which would expand the A+ program and create the so-called "Completer Scholarship," was voted out of committee on February 20 and has been placed on the Senate Informal Calendar of Bills for Perfection. The bill would enable students attending Ranken Technical Institute to receive A+ monies and would create scholarships for students who graduate from Missouri community colleges and go on to public or private four-year colleges or universities.

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- [Senator Maida Coleman's SB 830](#), which would require higher education institutions, apparently including private institutions, to charge certain combat veterans no more than \$50 per credit hour, was passed by the Senate on February 18. It was first read on the House floor on February 18 and second read on February 19, but has not been referred to a House committee.
- An omnibus military members'/veterans' support bill, [HB 2062](#), was voted out of committee on March 12. The bill contains a provision that would require the MDHE to award up to 25 higher education grants each year to the family members of certain veterans. The primary sponsor of HB 2062 is [Representative David Pearce](#).
- [Senator Wes Shoemyer's SB 984](#), which would clarify the procedural requirements regarding the MDHE's administration of the Bright Flight program, may be amended to include substantive changes such as changed award amounts. That bill was heard by committee on February 20.

Other topics

- [Representative Jake Zimmerman's HB 2048](#), which would create the Textbook Transparency Act, was voted out of committee on March 11. The bill would require textbook publishers to provide faculty members with information including prices and revision history; that "bundled" materials be made available for separate purchase; and that students be able to use financial aid to pay for textbooks, where feasible.
- [Representative Kevin Wilson's HB 1869](#), which would require all statutory references to "junior college" to be changed to "community college," was voted out of committee on March 5. The bill will go on the House consent calendar after spring break.
- A bill that would change governing board requirements for Northwest Missouri State University ([HB 1368](#)) was perfected by consent by the House on March 5. A bill adding a voting student member to the University of Missouri's Board of Curators ([SB 873](#)) in certain circumstances was voted out of committee on February 20 and has been placed on the Senate Informal Calendar of Bills for Perfection, but the likelihood of the bill passing is uncertain.
- [Senator Brad Lager's SB 1221](#), which would establish the P-20 Council as a private, not-for-profit corporation, was second read and sent to the Senate Education Committee on February 28.

Several other bills that have generated interest in the higher education community have made little progress thus far in the legislative session. Those bills include:

- [Representative Jane Cunningham's HB 1315](#), also known as the "Emily Brooker Higher Education Sunshine Act," was heard by the House Higher Education Committee on February 5, but the committee has not yet voted the bill out.
- [Representative Ed Robb's HB 2296](#) would change the GPA requirement for Access Missouri renewal awards from a 2.5 to a 2.0. That bill was introduced on February 28 and second read on February 29. It has not been assigned to committee yet.
- [Representative Clint Zweifel's HB 1693](#) would create the Missouri Education Promise Program. The program would provide scholarships to A+ scholarship recipients who complete the 42-hour block at a community college and go on to four-year institutions. The bill was introduced in January but has not been assigned to committee.

Endowment Survey

In January 2008, two members of the U.S. Senate Finance Committee asked 136 of the nation's wealthiest colleges and universities for information about their endowments. Since that time, endowments have been in the national higher education spotlight. Questions raised at the federal level have generated interest in Missouri.

The MDHE has conducted two surveys of institutions' endowments at the request of legislators. The first survey was relatively informal; the second sought more detailed information about the value of each institutions' endowment, the uses to which endowment funds are put, restrictions on endowment funds, and trends over a five-year period. The more detailed survey questionnaire, the spreadsheet, and the transmittal letter to Senator Gary Nodler are provided as Attachments B, C, and D.

STATUTORY REFERENCE

Chapter 173, RSMo

RECOMMENDED ACTION

This is an information item only.

ATTACHMENTS

Attachment A:	Summary of Legislation Related to Higher Education
Attachment B:	Endowment Survey Questionnaire
Attachment C:	Endowment Survey Spreadsheet
Attachment D:	Transmittal Letter to Senator Gary Nodler



Legislative Update
Week of March 24-28, 2008

Activity this week?	Bill Number	Sponsor (party)	Category: <i>Subcategory</i> <i>Official description.</i> Additional comments. Actions on bill.
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Truly Agreed and Finally Passed; Signed by Governor

HB 2019

Icet
(R)

Appropriations: *UM*
Appropriates money for supplemental purposes for the University of Missouri, for the purchase of equipment, planning, expenses for capital improvements, from funds designated for period ending 5-30-08.
 Passed by the House by a vote of 151 to 0 on 2/7/08. Truly agreed to and finally passed by the Senate by a vote of 30 to 3 on 2/18/08. Delivered to the Governor 2/20/08. Approved by the Governor; delivered to the Secretary of State 2/25/08.

Passed by One House; Referred to Committee in the Other

* **SB 830**

Coleman
(D)

Scholarships: *Veterans*
Limits the tuition that may be charged by a higher education institution to certain combat veterans. All Missouri higher education institutions that receive any state funds whatsoever would be required to charge certain veterans no more than \$50 per credit hour. The original bill would have allowed veterans in any certificate or degree program to take advantage of the program. The committee substitute approved on 1/30/08 limits participation to students in programs leading to certificates, associate's degrees, or bachelor's degrees.
 Prefiled 12/1/07. Referred to the Senate Pensions, Veterans' Affairs, & General Laws Committee 1/14/08. The committee voted do pass on a committee substitute 1/30/08. The bill was taken up on the Senate floor on 2/13/08. During floor debate, Sen. Shields offered an amendment that would have allowed institutions to seek reimbursement from the MDHE to offset the costs incurred because of the tuition cap. The amendment was withdrawn. The full Senate adopted the committee substitute, which was perfected on 2/13/08. The committee substitute was reported Truly Perfected by Senate Rules Committee 2/14/08. The bill was third read on the Senate Floor and passed 2/18/08. It was first read on the House floor on 2/18/08; second read on 2/19/08; and referred to the House Special Committee on Veterans on 3/27/08.

* **SB 711**

Gibbons
(R)

Property Taxes
Modifies provisions regarding property taxation.
 The Senate passed a Senate Substitute on 2/27/08. First read on the House floor 2/28/08; second read 2/29/08. Referred to the House Ways & Means Committee 3/27/08.

* **SB 1066**

Ridgeway
(R)

Elementary and Secondary: *Teachers / DESE*
Modifies provisions relating to elementary and secondary education. This bill would allow individuals who obtain certification from the American Board for Certification of Teacher Excellence (ABCTE) to become certificated teachers.
 First read on the Senate floor 1/31/08. Second read and referred to the Senate Education Committee 2/4/08. The committee heard the bill on 2/13/08 and voted and reported do pass on 2/14/08. The Senate debated the bill on the floor on 2/21/08. Several amendments were proposed; a few were adopted. The amended bill was perfected on 2/21/08 and passed on 2/27/08. It was reported and first read on the House floor on 2/28/08; second read on 2/29/08; and referred to the House Special Committee on Student Achievement on 3/26/08. The public hearing is scheduled for 3/31/08.

* [SB 1010](#)
Nodler
(R)

Institution-Specific: MSSU

Authorizes the Governor to convey state property in Jasper County to Missouri Southern State University.

Referred to the Senate Economic Development, Tourism, & Local Government Committee 1/28/08. Public hearing conducted 2/6/08. Committee voted do pass - consent 2/13/08. Reported from committee to floor - consent 2/14/08. Third read on the Senate floor and passed by consent 2/28/08. First read on the House floor on 2/29/08; second read on 3/3/08; and referred to the House Corrections & Public Institutions Committee on 3/26/08.

[HB 1320](#)
Brown, M.
(D)

Polytechnic Institutes

Authorizes community improvement districts that are political subdivisions to sponsor and operate a polytechnic institute for science and technology within the authorizing city or county. "Polytechnic institute" is not defined in the bill, but the bill's sponsor indicated in public testimony that such an institute would operate in connection with the Kansas City Public School District, under the supervision of DESE, and would offer hands-on training to prepare students for jobs. Funding would be provided by a local sales tax and bonds.

The House passed this bill by a vote of 148 to 1 on 2/20/08. The bill was reported to the Senate and first read on the Senate floor on 2/20/08; second read and referred to the Senate Economic Development, Tourism, & Local Government Committee on 3/3/08.

Passed by One House; First Read in the Other

* [HB 1463](#)
Nolte
(R)

Immigration: Admissions

Prohibits the admission of unlawfully present aliens to public institutions of higher education.

The House Special Committee on Immigration voted do pass on a committee substitute on 2/6/08. The committee substitute would prohibit the enrollment -- not admission -- of illegal immigrants and would allow students to be enrolled while their immigration applications were pending. The committee substitute was referred to the Rules Committee on 2/14/08. The Rules Committee did not approve the committee substitute, and instead voted to return the bill to the House Special Committee on Immigration. The bill was thus returned on 2/21/08. The House Special Committee on Immigration voted do pass on a second committee substitute on 2/27/08. The second committee substitute would prohibit the enrollment -- not admission -- of illegal immigrants but WOULD NOT allow students to be enrolled while their immigration applications were pending. The bill was again referred to the House Rules Committee on 2/28/08. The House Rules Committee voted and reported do pass 3/5/08. The committee substitute was adopted and perfected by the full House 3/12/08 after extensive floor debate and third read and passed by the House 3/13/08. Reported to the Senate and first read 3/25/08.

Perfected But Not Yet Passed

* [SB 967](#)
Mayer
(R)

MOHELA

Allows Missouri Higher Education Loan Authority to originate federally guaranteed student loans.

The Senate Education Committee heard this bill on 2/20/08. During the hearing, representatives of MOHELA and the Missouri Bankers Association testified in favor of the bill, indicating that they have reached a compromise in which MOHELA would be permitted to originate no more than 10% of Stafford loans in the state each year. Although several members of the committee expressed support for the bill, a few expressed concern that payments made by MOHELA in support of the Lewis & Clark Discovery Initiative had been detrimental to MOHELA. Finally, the sponsor asked the committee to add an emergency clause to the bill. The committee voted do pass on a committee substitute on 2/27/08. The committee substitute contains the 10% limitation and an emergency clause. The committee substitute was reported to the Senate floor on 2/28/08 and perfected by the Senate on 3/27/08. It is on the Senate Formal Calendar of Bills for Third Reading for 3/31/08.

* [HB 1912](#)

Pratt
(R)

Governance: *UM*

Provides that if Missouri loses a congressional district following redistricting based on the 2010 census, the ninth member of the Board of Curators shall be a student curator with the right to vote.

The House Higher Education Committee heard this bill on 2/26/08. Several students testified in favor of the bill, indicating that giving the student curator a vote would be more fair than the current system, that the student curator brings an important perspective to the board, and that the vetting process for the student curator is sufficiently rigorous to prevent unqualified or immature students from becoming student curators. No one spoke against the bill. Committee members expressed appreciation for the students' work in support of the bill, although there appeared to be a lack of consensus about the necessity of making the student curator a voting member of the board. The committee voted do pass - consent on 3/5/08. The House perfected the bill by consent on 3/26/08.

* [HB 2226](#)

Muschany
(R)

MOST

Allows married taxpayers filing joint returns to deduct a portion of contributions to the Missouri Higher Education Savings Program from income.

Introduced and first read on the House floor 2/21/08. Second read 2/25/08. Referred to the House Special Committee on Student Achievement 2/28/08. Public hearing and Executive Session completed; voted and reported do pass by consent; referred to House Rules Committee 3/5/08. The Rules Committee voted and reported do pass by consent 3/11/08. Perfected by consent 3/26/08.

[HB 1368](#)

Thomson
(R)

Governance: *NWMSU*

Clarifies requirements for membership on the Northwest Missouri State University Board of Regents.

The House Higher Education Committee heard this bill on 2/5/08. At the hearing, the bill's sponsor testified that the bill simply clarifies the requirements for board membership. No one spoke against the bill. The committee voted do pass - consent on 2/19/08. The Rules Committee voted do pass - consent on 2/26/08. The House perfected the bill by consent on 3/5/08.

On the Consent Calendar

* [SB 863](#)

Rupp
(R)

MOST: *Tax Deduction*

Allows married taxpayers filing joint returns to deduct a portion of contributions to the Missouri Higher Education Savings Program from income.

Prefiled 12/1/07. Referred to the Senate Ways & Means Committee 1/15/08. Public hearing conducted 2/4/08. The committee voted do pass by consent 3/3/08. The committee reported do pass by consent on the Senate floor 3/6/08. Placed on Senate Consent Calendar for 3/31/08.

On the Formal Perfection Calendar

* [SB 858 \(combined with 750, 751, 927, 1186, 1255, 1268, & 1269\)](#)

Rupp
(R)

Immigration

Modifies the law relating to illegal immigrants. The original language of this bill would have prohibited public colleges and universities from admitting illegal immigrants; the registrar of each institution would have to certify that the institution had not knowingly admitted illegal immigrants to the House and Senate each year. The Senate Committee Substitute changes that language to prohibit the ENROLLMENT of illegal immigrants. The bill would also prohibit the distribution of any state grants to illegal immigrants. The original bill would also require applicants to prove citizenship at the time of application; the Senate Committee Substitute requires applicants to prove citizenship before they receive the aid. Finally, the bill identifies penalties that may be imposed on employers who hire illegal immigrants.

Prefiled 12/1/07. Referred to the Senate Pensions, Veterans' Affairs, & General Laws Committee 1/14/08. Hearing conducted 3/5/08. This bill has been combined with 750, 751, 858, 927, 1186, 1255, 1268, & 1269 and was voted out of committee on 3/26/08. The combined bill is on the Senate Formal Perfection Calendar for 3/31/08. Rupp is the handler.

On the Informal Perfection Calendar

* [SB 873](#)
Graham
(D)

Governance: *UM*

Provides for a voting student curator on the UM board of curators if Missouri loses a congressional district based on the 2010 census.

Prefiled 12/12/07. Referred to the Senate Education Committee 1/15/08. Hearing conducted 2/13/08. The committee voted do pass on a committee substitute 2/20/08. The substitute was reported from the committee to the Senate floor 2/21/08 and placed on the Senate Formal Calendar for 3/3/08. Placed on Senate Informal Calendar for 3/31/08.

Rules Committee Voted Do Pass

* [HB 2048](#)
Zimmerman
(D)

Instructional Materials

Establishes the "Textbook Transparency Act". This bill would require that information including revision history be made available to faculty and students. It would also require that individual items in bundled course packs be sold separately. Where feasible, bookstores would be required to allow students whose financial aid has not been disbursed to use financial aid funds to pay for books.

The House Higher Education Committee heard this bill on 3/4/08. At the hearing, the bill's sponsor spoke about the burden high textbook prices and lack of clear consumer information places on students. Several students testified about the same problem, citing as particularly problematic cases where they were required to buy a "bundled" set including a book, CD-ROM, and workbook for a class -- only to find they never had to use the CD or workbook but could not sell those items back at the end of the semester. Representatives of textbook publishers provided information about the bill, indicating that while they had some concerns about it, they believed they would be able to work with the sponsor to develop a substitute bill that would be true to the original intent but would not be unduly burdensome to publishers. The committee heard additional testimony from the bill's sponsor about the committee substitute on 3/11/08 and voted do pass by consent on 3/11/08. The Rules Committee voted do pass - consent on 3/25/08.

[HB 1869](#)

Wilson
(R)

Community Colleges

Instructs the revisor of statutes to change in the revised statutes all references to "junior college" to "community college."

The House Committee on Higher Education heard this bill on 2/19/08. The bill's sponsor praised community colleges, calling them "the backbone of our educational system" and saying that "community colleges are not junior to anyone." No one spoke against the bill, and committee members did not raise significant questions about it. The committee voted do pass by consent 3/4/08. The Rules Committee voted and reported do pass by consent 3/11/08.

[HCR 7](#)

Pearce
(R)

International Education

Encourages students and faculty to promote international education at Missouri colleges and universities.

The House Higher Education Committee heard testimony about this resolution on 2/5/08. Testimony at the hearing focused on the cultural and economic benefits associated with international students. No one spoke against the bill. The committee voted do pass and referred the bill to the House Rules Committee on 2/20/08. Rules Committee voted and reported do pass 2/28/08.

Committee Voted Do Pass

* [HB 2159](#)
Grill
(D)

Diploma Mills

Creates the crime of selling a fraudulent diploma or transcript. (Missouri Diploma and Transcript Act)

Introduced and first read on the House floor 2/13/08. Second read 2/14/08. Referred to the Special Committee on Student Achievement on on 28/08. The public hearing was completed on 3/5/08. The committee voted do pass on a committee substitute on 3/26/08.

* [HB 2191](#)
Nasheed
(D)

Scholarships: *A+*
Allows school districts to participate in the A+ schools program irrespective of their accreditation status.

Introduced and first read on the House floor 2/18/08. Second read 2/19/08. Public hearing completed 3/5/08 in the House Special Committee on Student Achievement. Committee voted do pass on 3/26/08.

[HB 1518](#)
Cunningham, M.
(R)

Scholarships: *Veterans*
Establishes a tuition grant program for survivors of war veterans. The bill would create a new state-funded scholarship available to up to 25 recipients per year. Recipients could use the scholarship to attend public or private institutions and would receive funds to cover all or part of their tuition and an allowance for books and living expenses.

The House Special Committee on Veterans heard this bill on 1/29/08. Several representatives of veterans groups spoke in favor of the bill. No one spoke against the bill. The committee voted do pass on a committee substitute 2/12/08. The committee substitute was reported do pass and referred to House Rules 2/28/08. The Rule Committee returned the bill to the House Special Committee on Veterans 3/3/08. The House Special Committee on Veterans voted do pass on a committee substitute 3/11/08 and reported do pass 3/12/08.

[HB 1775](#)
Thomson
(R)

Law Enforcement on Campus
Authorizes college and university police officers to enforce traffic regulations on college or university property.

Introduced 1/22/08. Referred to the House Committee on Crime Prevention and Public Safety 2/7/08. The public hearing was held 2/19/08 and the committee voted do pass on the same day.

Committee Hearing Held

* [SB 1167](#)
Stouffer
(R)

Scholarships: *Veterans*
Modifies various provisions of law relating to members of the military and their families. The CBHE could provide up to 25 scholarships per year. Scholarships would include amounts for tuition, room and board, and books.

First read on the Senate floor 2/20/08. Second read and referred to the Senate Pensions, Veterans' Affairs and General Laws Committee 2/21/08. Public hearing held 3/26/08.

[HB 1577](#)
Schneider
(R)

Scholarships: *A+ and Completer*
Adds two-year public and private vocational or technical schools to the A+ Schools Program and creates the "Community College Associate Degree Transfer Incentive Scholarship Program." This program is commonly referred to as the "Completer Scholarship." In this bill, students who graduate from a 2-year institution with an AA or another degree that contains the 42-hour block would receive a scholarship to complete their education at any 4-year institution.

Introduced and first read on the House floor 1/09/08; second read 1/10/08. Referred to the House Higher Education Committee 2/28/08. The public hearing was completed 3/11/08. At the hearing, the bill's sponsor indicated that the only new institution that will qualify for A+ reimbursements is Rankin Technical College. The sponsor also indicated that the Completer Scholarship is an important idea, but the language in her bill permits (rather than requires) the legislature to provide funding for the program. Several people spoke in favor of the Completer Scholarship, including a representative for the Missouri Community Colleges Association.

[HB 1596](#)
May
(R)

Institution-Specific: *UM*
Specifies additional requirements for proposed land use changes on land owned by the University of Missouri.

Introduced and first read on the House floor 1/10/08; second read 1/14/08. Referred to the House Higher Education Committee 2/21/08. Public hearing completed 3/4/08.

SB 1085

Coleman
(D)

Scholarships: *A+*

Allows school districts to participate in the A+ schools program irrespective of their accreditation status. Unaccredited and provisionally accredited schools would still have to meet the other requirements for becoming an A+ school.

First read on the Senate floor 2/5/08. Second read and referred to the Senate Education Committee 2/6/08. Hearing conducted 2/27/08. Testimony at the hearing focused on whether A+ should reward postsecondary schools or students who meet certain standards. At least one committee member expressed an opinion that it was unfair to students who are unable to get the A+ award because they happen to attend a non-A+ school. Other committee members expressed continued support for the original purpose of the A+ program, which they believed was to incent schools to meet certain standards.

SB 1072

Rupp
(R)

Charter School Sponsorship

Allows expanded charter school operations for charters specifying certain special education students and modifies sponsors. This act allows a community college whose service area includes any portion of a school district in which a charter school may be operated to be a sponsor. Any public or private four-year college or university with its primary campus in Missouri and with an approved teacher preparation program may sponsor a charter school.

First read on the Senate floor 2/4/08. Second read and referred to the Senate Education Committee 2/6/08. Hearing conducted 2/27/08.

SB 894

Green
(D)

Higher Education Tax Deduction

Creates an income tax deduction for higher education expenses. Families could take deductions for expenses incurred for public or private higher education.

Prefiled 12/18/07. Referred to the Senate Ways & Means Committee 1/15/08. Public hearing conducted 2/25/08.

SB 984

Shoemyer
(D)

Scholarships: *Bright Flight*

Modifies provisions of the Bright Flight Scholarship Program. This bill would clarify several procedural issues related to Bright Flight, but would not change the award amounts and basic eligibility criteria. First read on the Senate floor 1/22/08. Second read and referred to the Senate Education Committee 1/24/08. Public hearing conducted 2/20/08.

HB 1351

Cunningham, M.
(R)

Public Institutions: *Traditional Holiday Names*

Requires state agencies, public schools and colleges, and political subdivisions to use the traditional names of holidays.

Prefiled 12/4/07. Referred to House Local Government Committee 2/4/08. Public hearing completed 2/13/08. Several committee members expressed general concern about the treatment of "traditional" symbols at public universities; others asked if this bill is really necessary and raised questions about what constitutes "traditional" holidays.

HB 1315

Cunningham, J.
(R)

Intellectual Diversity

Establishes the Emily Brooker Higher Education Sunshine Act, which defines intellectual diversity for reporting purposes at public higher education institutions.

This bill is similar to one filed last year. This version requires public institutions of higher education to provide the CBHE with a report about steps taken to ensure "intellectual diversity" and the free exchange of ideas. The reports would be made annually, and the CBHE would provide the reports to the General Assembly. Prefiled 12/3/07. Referred to the House Higher Education Committee 1/10/08. Public hearing completed 2/5/08. At the hearing, the bill's sponsor emphasized that this year's version of the bill is relatively limited in what it requires institutions to do. The bill outlines many steps institutions are permitted (not required) to take. The sponsor pointed out that the UM system has voluntarily implemented many of the steps described in the bill and had not experienced any "death of academic freedom." Several students spoke against the bill, arguing that it is unnecessary and will have a harmful effect on campus dialog.

[HB 1352](#)

Page
(D)

Student Housing: *Sex Offender Registry*
Requires public institutions of higher education to check the sexual offender registry prior to making student housing assignments and prohibits housing to anyone required to register as a sexual offender.

Prefiled 12/4/07. Referred to the House Crime Prevention and Public Safety Committee 1/10/08. The public hearing was conducted 1/29/08. Questions raised at the hearing included whether out-of-state students would be covered under the checks and if using the sex offender's registry is the best way to identify dangerous students. The bill's sponsor indicated that the bill may be amended to address the committee's concerns.

Committee Hearing Started and Continued

* [HB 2210](#)

Jones
(R)

Sunshine Law

Modifies Sunshine Law provisions. This bill would expand the definition of "public governmental body" and expressly include leases in the definition of "public record." It also specifies that the "legal causes of action" exception to the Sunshine Law would only cover cases where a lawsuit has actually been filed or correspondence threatening to sue. It would prohibit persons other than members of the public body, their attorneys and staff assistants, and others actually needed to provide testimony from being present during closed session. Finally, it would require that certain records be disclosed in a format that can be "easily accessed and manipulated" and would change the provisions governing the payment of attorney's fees. Introduced and first read on the House floor 2/19/08. Second read 2/20/08. Referred to the House Judiciary Committee 2/28/08. Re-referred to House Special Committee on General Laws 3/6/08. Heard by committee 3/25/08.

[HB 1736](#)

Schneider
(R)

Immigration: *Employment*

Establishes the Missouri Illegal Immigration Relief Act. This bill would prohibit state entities from giving unauthorized aliens any public benefits, including grants. It would require public entities to verify applicants' legal status at the time of application for any public benefit. It would also require all employers to use the federal government's electronic verification system to confirm that job applicants are legally eligible for employment.

Introduced 1/17/08. Referred to the House Special Committee on Immigration 1/24/08. Public hearing continued 2/6/08.

Referred to Committee

* [HB 2177](#)

Harris
(D)

Sunshine Law

Changes provisions relating to the Missouri Sunshine Law. This bill would require that all public employees who send or receive messages on mobile devices archive those messages and would change the legal standards for Sunshine Law violations.

Introduced and first read on the House floor 2/18/08. Second read 2/19/08. Referred to the House Judiciary Committee on 3/27/08.

[HJR 60](#)

Cunningham, J.
(R)

Elementary and Secondary: *Commissioner*

Proposes a constitutional amendment requiring gubernatorial appointment of the Commissioner of Education.

Introduced 1/28/08. Referred to the House Elementary and Secondary Education Committee 2/14/08.

* [HB 1979](#)

Smith
(R)

Scholarships: *Missouri National Guard; Missouri Reservists Family*

Establishes the Missouri National Guard and Missouri Reservists Family Education Grant This bill would provide a scholarship covering the cost of tuition at a public college or university plus money for books and room and board. The scholarship would be available to spouses and children of certain Guard members or reservists.

Introduced and first read on the House floor 2/4/08; second read 2/5/08. Referred to the House Higher Education Committee 3/27/08.

* [HB 2179](#)

Wildberger
(D)

Immigration: *Employment*

Creates sanctions for hiring unauthorized aliens.

Introduced and first read on the House floor 2/18/08. Second read 2/19/08. Referred to the House Special Committee on Immigration 3/27/08.

* [HB 2195](#)

Cunningham
(R)

Scholarships: *Veterans*

Makes members of the reserves of any branch of the United States armed forces eligible for a National Guard educational assistance grant.

Introduced and first read on the House floor 2/19/08. Second read 2/20/08. Referred to the House Special Committee on Veterans 3/27/08.

[HB 2320](#)

Nolte
(R)

Immigration *Employment*

Creates provisions relating to illegal aliens. This bill addresses employment issues only.

Introduced and read for the first time on the House floor 2/28/08. Second read 2/29/08. Referred to the House Special Committee on Immigration 3/13/08.

[SB 1230](#)

Koster
(D)

Immigration *Employment, Admissions, Financial Aid*

Modified the law relating to illegal immigrants. This bill would require state employers to affirmatively verify new employees' legal eligibility to work in the U.S. by 1/1/09 to take steps to ensure that contractors' employees may legally work in the U.S. by 1/1/10. It also prohibits the admission of illegal aliens to public colleges and universities and the issuance of any "public benefit" (specifically defined to include grants and postsecondary education") to illegal aliens. It would require all applicants for public benefits to present affirmative proof of their legal status at the time they apply for the benefits. This version has an emergency clause.

First read on the Senate floor 2/27/08. Second read and referred to the Senate Pensions, Veterans' Affairs and General Laws Committee 2/28/08.

[SB 1223](#)

Graham
(D)

Scholarships: *Kids' Chance*

Modifies provisions relating to the Kids' Chance Scholarship Fund. This act modifies provisions relating to the Kids' Chance Scholarship Fund. Current law requires the Director of the Division of Workers' Compensation to deposit \$50,000 annually into the Kids' Chance Scholarship Fund from 1999 until 2008. This act changes the termination date from 2008 to 2018 so that the Director would continue to deposit \$50,000 annually until 2018. In addition, the MDHE would be permitted to begin distributing any accrued interest in the fund as scholarships after the second Monday in October 2008.

First read on the Senate floor 2/27/08. Second read and referred to the Senate Education Committee 2/28/08.

[SB 1221](#)

Lager
(R)

P-20 Council

Creates the P-20 Council to create a more efficient and effective education system.

This act allows the Governor to establish the "P-20 Council" as a private-not-for profit corporation on behalf of the state. The Council's board of directors will consist of thirteen members, including the Director of the Department of Economic Development, the Commissioner of Higher Education, the Chairperson of the Coordinating Board for Higher Education, the President of the State Board of Education, the Chairperson of the Coordinating Board of Early Childhood, and the Commissioner of Education as well as seven members appointed by the Governor as described in the act.

First read on the Senate floor 2/27/08. Second read and referred to the Senate Education Committee 2/28/08.

[HB 1604](#)

Bringer
(D)

Scholarships: *Foster Children*

Allows eligible foster children to receive a waiver of tuition and fees at state-funded colleges or universities.

Introduced and first read on the House floor 1/10/08; second read 1/14/08. Referred to the House Higher Education Committee 2/28/08.

[HB 1853](#)

Bivins
(R)

Sunshine Law

Requires any public governmental body to make and retain a verbatim audio recording of any closed meeting.

Introduced and first read on the House floor 1/24/08. Second read 1/28/08. Referred to the House Judiciary Committee 2/28/08.

[HB 1762](#)

Storch
(D)

Scholarships: *Twenty-First Century Scholars Program*

Establishes the Twenty-First Century Scholars Program. This bill would create a scholarship program that low-income students would enter by signing a contract in 8th grade agreeing to abide by certain requirements. Recipients would be able to use scholarships to attend any 2- or 4-year institution in the state. Introduced 1/22/08. Referred to the House Higher Education Committee 2/14/08.

[SB 1087](#)

Clemens
(R)

Scholarships: *Non-Traditional Students*

Creates the Non-Traditional Student Educational Expense Repayment Program.

Under this program, the MDHE would administer up to \$500,000 worth of scholarships each year, with individual awards not to exceed \$10,000 per student. In order to receive the awards, students would have to meet the criteria for "non-traditional students" set forth in the bill.

First read on the Senate floor 2/5/08. Second read and referred to the Senate Education Committee 2/6/08.

[SB 1036](#)

Coleman
(D)

Scholarships: *Veterans*

Creates an educational grant for children and spouses of veterans who are killed in combat. The CBHE could provide up to 25 scholarships per year. Scholarships would include amounts for tuition, room and board, and books.

First read on the Senate floor 1/28/08. Second read and referred to the Senate Pensions, Veterans' Affairs and General Laws Committee 1/30/08.

[HB 1346](#)

Portwood
(R)

Immigration

Establishes the Missouri Taxpayer and Citizen Protection Act regarding illegal aliens in the state. This bill addresses a wide range of immigration issues, including generally requiring colleges and universities to obtain proof of legal citizenship status before issuing student or employee identification cards; requiring all public employers to use the federal Basic Pilot Program to confirm that new employees' citizenship status makes them eligible for legal employment; and prohibiting those who are not lawfully in the U.S. from receiving scholarships or financial aid, or in-state tuition.

Prefiled 12/3/07. Referred to the House Ways and Means Committee 1/24/08. Re-referred to the House Special Committee on Immigration on 1/30/08.

[SB 983](#)

Purgason
(R)

Intellectual Diversity

Requires public higher education institutions to annually report on steps taken to ensure intellectual diversity. This bill is identical to Rep. Jane Cunningham's HB 1315.

First read on the Senate floor 1/22/08. Second read and referred to the Senate Education Committee 1/24/08.

[HB 1655](#)

Nance
(R)

Immigration

Requires applicants for public benefits to prove citizenship, permanent residence, or lawful presence to be eligible for such benefits. The bill specifies that "public benefits" include higher education and grants.

Introduced 1/15/08. Referred to the House Special Committee on Immigration 1/24/08.

[HB 1381](#)

Kraus
(R)

Immigration: *Employment*
Prohibits the employment of an unauthorized alien in Missouri.
Prefiled 12/11/07. Referred to the House Special Committee on Immigration 1/24/08.

[HB 1698](#)

Zweifel
(D)

Scholarships: *Bright Flight*
Modifies the Bright Flight Scholarship program by requiring recipients to maintain at least a 3.0 cumulative grade point average.
Introduced 1/17/08. Referred to the House Higher Education Committee 1/24/08.

[SB 965](#)

Crowell
(R)

Higher Education Curriculum
Requires completion of American history and literature classes in order to graduate from a public higher education institution.
First read on the Senate floor 1/16/08. Second read and referred to the Senate Education Committee 1/22/08.

[SB 871](#)

Bray
(D)

Appropriations
Removes language preventing appropriation of money to public colleges and universities that knowingly employ a professor or instructor who is a registered sex offender.
Prefiled 12/5/07. Referred to the Senate Education Committee 1/15/08.

[HB 1307](#)

Day
(R)

Scholarships: *Veterans*
Requires higher education institutions which receive state funds to limit the amount charged for tuition to certain combat veterans. Institutions would be required to charge qualifying veterans no more than 25% of their current tuition or \$100 per credit hour, whichever is lower.
Prefiled 12/3/07. Referred to the House Special Committee on Veterans 1/10/08.

Has Not Been Referred to Committee

[HB 2397](#)

Funderburk
(R)

Higher Education Construction: *Drug Testing*
Requires any entity that provides construction services on the property of a public or private school or university or any state- owned building to have an approved drug and alcohol testing program. Requires any entity that provides construction services on the property of a public or private school or university or any state- owned building to have an approved drug and alcohol testing program.
Introduced and first read on House floor 3/11/08; second read 3/12/08.

[HB 2358](#)

Yates
(R)

Scholarships: *Bright Flight*
Requires students to achieve a minimum ACT score of 30, or the SAT equivalent, in order to be eligible for the Bright Flight Program.
Introduced and first read on the House floor 3/5/08. Second read 3/6/08.

[HB 2327](#)

Bivins
(R)

Scholarships: *Access Missouri*
Redistributes proceeds from admission fees paid to the gaming commission fund from excursion gambling boats which began operating on or after December 1, 2007. Some of the funds would go to the Access Missouri Financial Assistance Fund.
Introduced and first read on the House floor 3/3/08. Second read 3/4/08.

[HB 2317](#)

Lampe
(D)

Professional licensure: *Educators*

Establishes the "Professional Educators' Standards and Practices Act." If this bill passes, many of the teacher certification functions currently assigned to DESE will be assigned to a board within the CBHE.

Introduced and read for the first time on the House floor 2/28/08. Second read 2/29/08.

[HB 2296](#)

Robb
(R)

Scholarships: *Access Missouri*

Changes the grade point average requirement of the Access Missouri Financial Assistance Program from 2.5 to 2.0 on a four-point scale.

Introduced and read for the first time on the House floor 2/28/08. Second read 2/29/08.

[HB 2280](#)

Cunningham
(R)

Higher Education: *Miscellaneous*

Requires students at public institutions of higher education to pay the full costs of instruction when they take the same course three or more times.

Introduced and first read on the House floor 2/27/08. Second read on the House floor 2/28/08.

[HB 2266](#)

Jones
(R)

Scholarships: *Missouri Teaching Fellows Program*

Revises the Missouri Teaching Fellows Program. Students graduating from college in 2009 would be allowed to participate in the program.

Introduced and read for the first time on the House floor 2/26/08. Second read 2/27/08.

[HB 1693](#)

Zweifel
(D)

Scholarships: *Missouri Education Promise*

Establishes the Missouri Education Promise Program. The program would provide scholarships to students who attend public four-year institutions after participating in the A+ program and completing the 42-hour block. The scholarship would be available only to full-time students and would be tied to eligibility criteria including completion of community service hours. The scholarship would cover tuition, fees, and up to 50% of the cost of books.

Introduced and first read on the House floor 1/16/08; second read 1/17/08.

[HB 1697](#)

Zweifel
(D)

MOHELA

Places restrictions on the Missouri Higher Education Loan Authority relating to use of proceeds from bonds, fees, and revenues. Restrictions would include using MOHELA's proceeds only for administering student loans, lowering student loan rates, forgiving student loans, issuing student scholarships, and for the proper administration of the authority.

Introduced and first read on the House floor 1/16/08; second read 1/17/08.



Follow-Up Endowment Questionnaire

Please send completed questionnaire and spreadsheet to Zora AuBuchon (zora.aubuchon@dhe.mo.gov) by 10 a.m. on Monday, March 24.

1. Please identify yourself and the institution on behalf of which you are responding.

2. Does your institution have an endowment? *Please answer "yes" if your institution has its own endowed funds or if it receives support from a foundation.*
 - Yes. *If yes, please respond to the following questions.*

 - No. *If no, please briefly describe the manner in which your institution manages and distributes donated monies. If any of the following questions apply to your institution, please respond to them.*

3. Please check all of the following categories that apply to funds in your endowment. *This question is intended to determine how your institution defines "endowment."*
 - Restricted (permanently).
 - Restricted (temporarily).
 - Unrestricted.
 - Other. *Please describe.*

4. What entity manages your institution's endowment (i.e., a foundation, the board of directors of a foundation, employees of your institution)?

If your institution/foundation has privately donated and/or long-term investment funds that it does not consider part of its endowment (which will be referred to hereinafter as "other funds"), does the entity that manages the endowment also manage those "other funds"? Yes. No. If no, who manages those "other funds"?

5. a. Does your institution/foundation have policies indicating what percentage of the endowment should be distributed in a given year? Yes. No. If yes, what is that percentage?

Has that percentage changed significantly over the last 5 years? Yes. No. If yes, please describe the trend.

b. If your institution/foundation has "other funds," are those funds governed by the same distribution policy as are endowment funds? (I.e., is the same percentage of funds distributed on an annual basis?) Yes. No. If no, what percentage does the policy say should be distributed?

Has that percentage changed significantly over the last 5 years? Yes. No. If yes, please describe the trend.

6. Have actual distributions from your endowment been consistent with the percentage indicated in response to question 5.a, above, over the last 5 years? Yes. No. If no, please explain why.

Have distributions from your "other funds" been consistent with the percentage indicated in response to question 5.b, above, over the last 5 years? Yes. No. If no, please explain why.

7. What percentage of your institution's/foundation's restricted funds (both temporarily and permanently) are restricted based on limitations imposed by each of the following:

_____ % Donors.

_____ % The board of the foundation.

_____ % The foundation employees. *Please describe.*

_____ % An employee of your institution or a group of employees of your institution. *Please describe.*

_____ % Other. *Please describe.*

8. Please identify the top 5 categories (i.e., faculty salaries, scholarships, etc.) for which restricted funds may be used and the percentage of the fund limited by each restriction.

Permanently Restricted		Temporarily Restricted	
Category	% of Fund	Category	% of Fund

9. Please complete the attached spreadsheet.

Please feel free to provide any additional information you think would be helpful.

MDHE Follow-Up Questionnaire on Endowments

Fund Type	Value (\$)	Payout (\$)	Payout (% of total fund)	Return on investment (%)
FY 07				
Permanently Restricted				
Temporarily Restricted				
Based on Conditions				
Imposed by Donors				
Temporarily Restricted by Institution or Foundation				
Unrestricted				
Other funds				
FY 06				
Permanently Restricted				
Temporarily Restricted Based on Conditions Imposed by Donors				
Temporarily Restricted by Institution or Foundation				
Unrestricted				
Other funds				
FY 05				
Permanently Restricted				
Temporarily Restricted				
Based on Conditions				
Imposed by Donors				
Temporarily Restricted by Institution or Foundation				
Unrestricted				
Other funds				
FY 04				
Permanently Restricted				
Temporarily Restricted				
Based on Conditions				
Imposed by Donors				
Temporarily Restricted by Institution or Foundation				
Unrestricted				
Other funds				
FY 03				
Permanently Restricted				
Temporarily Restricted				
Based on Conditions				
Imposed by Donors				
Temporarily Restricted by Institution or Foundation				
Unrestricted				
Other funds				

Building Missouri's future...by degrees

To: Senator Gary Nodler
From: Robert B. Stein, Commissioner of Higher Education
Date: March 31, 2008
Subject: Endowments

I am writing as a follow up to your request about higher education endowments. After receiving your call, MDHE designed the attached questionnaire, which was distributed to all public institutions.

Summary sheets containing key data reported by each institution are provided for your information. Included in the summary sheets are data reported for FY 2007 including size of endowment, percent restricted by donor direction, 2007 payout, 2007 percentage of funds paid out, most common purposes for which funds have been restricted, and percentage of funds restricted for most common purposes. In addition, a sheet containing five years of data for each institution on the size of their endowments, the yearly payout, the percentage of payout, the five year average payout and the high and low payout is included.

Highlights from the survey are summarized below:

Two-Year Endowments (2007)

- Range \$406,000 - \$9.2 million
- Average endowment - \$2.9 million

Four-Year Endowments (2007)

- UM endowment is in excess of \$1 billion
- Range \$881,000 - \$55.3 million (not including UM)
- Average endowment - \$21.4 million (not including UM)

Endowment Purposes

- Major purpose is to fund scholarships
Second most popular category is to support academic programs and/or faculty salaries
- Other categories include fund capital projects, libraries, public broadcast

Endowment Restrictions

- In the vast majority of situations, institutions report that 100 percent of the funds raised are restricted by donor direction

Private giving to higher education institutions is an important source of funding that we hope will continue to grow. Tracking and providing wider understanding about institutional endowment practices has been a valuable exercise.

If you have questions about the information provided, please do not hesitate to call.

Best,
Robert

Robert B. Stein, Ph.D.
Commissioner of Higher Education
Missouri Department of Higher Education
573 751-1876
Robert.Stein@dhe.mo.gov

Coordinating Board for Higher Education
April 10, 2008

AGENDA ITEM SUMMARY

AGENDA ITEM

Omnibus Bill Update
Coordinating Board for Higher Education
April 10, 2008

DESCRIPTION

This item provides an update on the MDHE's progress in implementing the provisions of SB 389, which became law August 28, 2007.

Discussion

As indicated on the Omnibus Bill Implementation Update (see attachment), MDHE staff have made significant progress in implementing the provisions of SB 389. Since the February board meeting:

- Staff have continued to develop entry- and exit-level competencies for beginning collegiate-level courses in key disciplines. Participants in the Curriculum Alignment Initiative ("CAI") have developed draft entry- and exit-level competencies, which have undergone a public comment process and are now being finally revised. CAI participants have also begun to develop cross-disciplinary competencies and a unifying structure for the competencies. An external consultant recommended by NSF has been retained to perform a gap analysis concerning math competencies developed by the METS Coalition and DESE for high school students and those being developed by higher education for entry-level collegiate courses. The CAI Steering Committee will develop a status report of its statewide initiative for review at the June 2008 board meeting.
- At least two MDHE initiatives are anticipated to result in the development of performance measures, as required by the new law. Both the HEF Task Force and the Strategic Planning Work Group have discussed performance measures extensively and have begun to identify some that would be useful for each sector and for the system as a whole.
- The new regulations and policies approved as part of the SB 389 implementation process are now easily accessible on the CBHE page of the MDHE website: <http://www.dhe.mo.gov/cbheindex.shtml>.

STATUTORY REFERENCE

Section 173.005.2(7)(10), RSMo, Curriculum Alignment, Fines
Section 173.125, RSMo, Dispute Resolution
Section 173.360.2, RSMo, Lewis and Clark Discovery Fund

Coordinating Board for Higher Education
April 10, 2008

Section 173.1003.5, Tuition Stabilization

Section 173.1004, RSMo, Website Information

Section 173.1101-1107, RSMo, Access Missouri

Chapter 173, RSMo; Section 33.210-290, RSMo; Section 163.191, RSMo; Higher Education
Funding Task Force

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

Omnibus Higher Education Bill Implementation Update

SENATE BILL 389
IMPLEMENTATION UPDATE

Program	Description	Implementation Timeline		Current Status
Joint Committee on Education ("JCE")	The JCE's scope is expanded to include several components associated with higher education.	Immediate	MDHE will begin reporting to JCE on higher education issues	There are no current requests for information from the JCE.
		August 28, 2010	MDHE report on the impact of tuition stabilization to the JCE	
Missouri Teaching Fellows Program	Creates the Missouri Teaching Fellows Program, which will offer loan forgiveness and stipends to individuals who teach in unaccredited school districts. The program will be administered by the MDHE.	2007-08	First participants must be recruited	Senior staff is reviewing how to fulfill this obligation to publicize and recruit students into the program for fiscal year 2008 without the assignment of additional FTE or funding sources. The FY 2009 budget request includes funds to address this new position and additional outreach activities. Some limited publicity has been provided by the legislative sponsor of this measure and the MDHE has posted a program description and an information request form on its website. LINK: <i>Information about program:</i> http://www.dhe.mo.gov/moteachingfellows.shtml
		2013-2014	First loan forgiveness payments/stipends must be paid	
		September 1, 2014	Program sunsets (unless reauthorized)	
Transfer and articulation	Public institutions must work with the MDHE to establish agreed-upon competencies for all entry-level collegiate courses in key disciplines. The CBHE must establish policies to ensure transferability of core course credits.	2008-09 academic year	Competencies and guidelines must be implemented	Draft entry- and exit-level competencies from the discipline workgroups have completed public comment and review by the Steering Committee and are undergoing final revisions. Work has begun to develop cross-disciplinary competencies as well as a unifying structure for the competencies. The Steering Committee will develop a status report for review at the June 2008 board meeting. LINK: <i>Curriculum Alignment Initiative website:</i> http://www.dhe.mo.gov/casinitiative.shtml
Fines for non-compliance with CBHE rules and policies	Public institutions that willfully disregard CBHE policy can be fined up to 1% of their state appropriation.	August 28, 2007	Statute becomes effective	The policy on fining institutions that willfully disregard CBHE policy was approved at the February 2008 board meeting. That policy is now in effect. LINKS <i>Policy on Fines:</i> http://www.dhe.mo.gov/files/finesforwillfuldisregard.doc <i>All CBHE Public Policies:</i> http://www.dhe.mo.gov/files/cbhepublicpolicies_0208.doc
Out-of-state public	Out-of-state public institutions must be held to	July 1, 2008	Rules must be promulgated	Out-of-state public institutions will be exempt from proprietary school certification

Program	Description	Implementation Timeline		Current Status
institution standards	the same standards as Missouri institutions for program approval, data collection, cooperation, and resolution of disputes.			<p>effective on July 1, 2008. Out-of- state publics will not be required to seek recertification for the 2008-09 certification year and their certificates of approval will be allowed to lapse on June 30, 2008. Notification of out-of-state public institutions currently approved as proprietary schools is complete. In addition, a proposed rule on this subject has been filed with the Secretary of State.</p> <p>LINKS <i>CBHE-approved rule:</i> http://www.dhe.mo.gov/files/outofstate_publicinst.doc <i>Missouri Register rule filing:</i> http://www.sos.mo.gov/adrules/moreg/current/2008/v33n2/v33n2b.pdf</p>
"No better than free"	No student shall receive need-based assistance that exceeds the student's cost of attendance. This does not include loans or merit-based aid.	August 28, 2007	Statute becomes effective	<p>Staff has provided ongoing guidance and technical assistance to institutional staff concerning the impact of this provision on Access Missouri awards. This has been accomplished through responses to individual inquiries, periodic electronic and regular mail contact, fall workshops, and presentations at financial assistance meetings.</p> <p>LINK: <i>Missouri Register rule filing:</i> http://www.sos.mo.gov/adrules/moreg/previous/2007/v32n23/v32n23a.pdf</p>
Binding dispute resolution	In order to receive state funds, public institutions must agree to submit to binding dispute resolution to address grievances about jurisdictional boundaries or the use or expenditure of state resources. The Commissioner of Higher Education will preside over the dispute resolution.	August 28, 2007	Statute becomes effective	<p>The board adopted a policy on this subject at its December 2007 meeting. That policy is now in effect.</p> <p>LINK: <i>Policy:</i> http://www.dhe.mo.gov/files/disputeresolution.doc</p>
Higher Education Academic Scholarship Program ("Bright Flight")	The existing Bright Flight scholarship is revised to include students whose ACT/SAT scores are in the top 3% to 5% of all Missouri test-takers. Scholarships awards are increased to \$3,000 for those in the top 3 % and established at \$1,000 for the 3% to 5% range.	January 1, 2010	FAMOUS system changes must be completed	<p>Public materials (website and publications, etc.) have been revised to notify students of changes associated with the Bright Flight program. Although the process of developing a model for estimating the fiscal impact of this change has begun, the recent changes in score distributions and increases in the number of students taking the test has made this process particularly challenging. Analysis of whether an appropriation request will be needed to make the necessary changes to the FAMOUS system is under review. Work on rule changes and additional appropriation for program distribution has not yet begun.</p> <p>LINK: <i>Information about Bright Flight program:</i> http://www.dhe.mo.gov/brightflight.shtml</p>
		June/July 2009	Appropriation request for FY 2011 must be developed to include updated scholarship amounts	
		July 2010	Rule changes must be complete	
		August 2010	New scholarship award amounts become effective	

Program	Description	Implementation Timeline	Current Status
Lewis & Clark Discovery Initiative ("LCDI")	Creates a fund into which MOHELA distributions will be deposited. LCDI may only be used for capital projects at public institutions or to support the Missouri Technology Corporation. Institutions that knowingly employ professors or instructors found guilty of certain crimes are ineligible to receive money through the LCDI.	August 28, 2007	Statute becomes effective MOHELA has made scheduled transfers totaling \$240 million. Institutions may request reimbursement for expenses incurred on approved projects on a monthly basis. According to the cash flow management schedule developed by the MDHE and the division of budget and planning, all projects under \$5 million may receive up to 100% reimbursement for FY 2008. For all other projects, reimbursements may total up to 80% of total appropriations between FY 2008 and FY 2009 combined, with an additional 10% available in FY 2011. Reimbursement payments totaling \$61.8 million have been made as of March 15.
Higher Education Student Funding Act (also known as tuition stabilization)	Establishes limits on tuition increases based on each public institution's tuition in relation to the statewide average and CPI. Institutions exceeding the limits can be fined up to 5% of their state appropriation unless a waiver is sought and approved by the Commissioner of Higher Education. Community colleges are not subject to these limits unless their average tuition for out-of-district students exceeds the state average.	2008-09 academic year and each academic year in the future	CBHE must review data submitted by institutions about tuition changes and make determinations about any waivers sought The Higher Education Funding (HEF) Task Force's discussions have included the identification of goals for the amount of resources needed to deliver high quality education to students. This segment of a new funding policy will have direct implications for granting waivers to tuition limitations. In addition, the board approved a policy to implement the "tuition stabilization" portion of the law during a December 2007 meeting. That policy is now in effect. MDHE staff notified institutions that the percent change in the CPI during 2007 was 4.1%. The days on which institutions may notify the Commissioner what their tuition for the 2008-09 academic year is are February 1, March 1, May 1, and July 1. As of March 15, no institution has exceeded its statutory limit on tuition and fee increases. LINK: <i>Policy:</i> http://www.dhe.mo.gov/files/studentfundingact.doc
Consumer information	The CBHE must promulgate rules and regulations to ensure that public institutions post on their websites academic credentials of all faculty (adjunct, part-time, and full-time); course schedules; faculty assignments; and, where feasible, instructor ratings by students; as well as which instructors are teaching assistants.	August 28, 2007	Statute becomes effective The board approved the filing of an administrative rule to implement these provisions of the new law at its October 11, 2007, meeting. The rule has been filed. The rule requires that institutions post general course information by August 1, 2008, and that institutions post faculty evaluations to inform students registering for fall 2009 classes. LINKS: <i>CBHE-approved rule:</i> http://www.dhe.mo.gov/files/consumerinformation.doc <i>Missouri Register rule filing:</i> http://www.sos.mo.gov/adrules/moreg/previous/2007/v32n23/v32n23a.pdf
Performance	Institutions and the MDHE must develop	July 1, 2008	Performance measures must The HEF Task Force will make recommendations on performance funding, which

Program	Description	Implementation Timeline		Current Status
measures	institutional and statewide performance measures. The MDHE must report on progress developing statewide measures to the Joint Committee on Education at least twice a year. The MDHE must develop a procedure for reporting the effects of performance measures to the Joint Committee on Education in an appropriate timeframe for consideration in the appropriation process.		be established	<p>will have direct implications for performance measures. This task force has retained the services of nationally recognized higher education finance expert Brenda Albright. All sectors (Linn State, public two-year, and public four-year) have submitted initial draft recommendations of the types of elements to be included as performance measures. Detailed work on the development of performance measures and potentially, related performance funding, has begun. The CBHE will receive a detailed update at its April 2008 meeting.</p> <p>LINK: HEF website: http://www.dhe.mo.gov/hef.shtml</p>
Access Missouri Financial Assistance Program	Establishes Access Missouri as the state's single need-based financial assistance program, to be administered by CBHE. Award ranges vary by institutional sector and expected family contribution ("EFC"). No student who is found or pleads guilty to certain criminal offenses while receiving financial aid is eligible for renewed assistance. In the event of budget shortfalls, the maximum award will be reduced across sectors; for surplus, the maximum EFC allowed will be raised. Assistance provided to all applicants from any other student aid program, public or private, must be reported to the CBHE by the institution and the recipient.	September 2007	Program must be administered and students will receive Access Missouri financial assistance	<p>Distribution of funds under the new Access Missouri program began on September 4, 2007. MDHE information materials about student financial assistance have been revised to include information about Access Missouri. The emergency administrative rule pertaining to Access Missouri is now in effect. A final rule has been filed using the standard promulgation process. Staff have begun the process to develop benchmark and performance measures intended to inform the periodic adjustment of award amounts and sunset processes.</p> <p>LINK: <i>Missouri Register rule filing.</i> http://sos.mo.gov/adrules/moreg/previous/2007/v32n22/v32n22a.pdf</p>
		August 2009 and every 3 years thereafter. Program will sunset at the end of FY 2013, unless reauthorized.	Award amounts may be adjusted to reflect inflation indicated by the CPI	

Date of most recent revision: 3.19.08

AGENDA ITEM SUMMARY

AGENDA ITEM

CBHE Public Policy Update
Coordinating Board for Higher Education
April 10, 2008

DESCRIPTION

MDHE staff has completed a thorough review of all CBHE Public Policies. Each policy was assessed to determine whether it was current or in need of updating or deletion. At its February 7, 2008 meeting, the CBHE approved the revised CBHE Public Policy Handbook. A complete, up-to-date, searchable version of that handbook is available on the MDHE website: <http://www.dhe.mo.gov/cbheindex.shtml>. In addition, the new policies and regulations approved by the board during the last year are also available in the “New Policies and Regulations” area of the same page.

Although the board approved the most revised handbook at its February 7 meeting, members asked MDHE staff to re-examine the policy regarding the Sikeston Area Higher Education Center. Attachment A is a policy statement, which references the Sikeston Center, on collaboration among proposed off-campus and out-of-district sites and existing institutions. The CBHE agreed to include this policy in Section II(D)(2) of the updated policy manual. Attachment B was a policy stating that the Sikeston Center met the criteria for designation as an HB 1456 site. The policy was originally targeted for deletion from the updated manual but was retained for further review based on a request from President Ken Dobbins. MDHE staff determined that the information in this policy should be retained and included in the updated policy manual under Section II(D)(4).

STATUTORY REFERENCE

Chapter 173, RSMo

RECOMMENDED ACTION

It is recommended that the Coordinating Board direct MDHE staff to include the policy provided as Attachment B in its revised Public Policies Handbook.

ATTACHMENTS

Attachment A: CBHE Public Policies Handbook Content Regarding Collaboration Among Proposed 1456 Sites and Existing Institutions
Attachment B: CBHE Public Policies Handbook Content Regarding Sikeston Area Higher Education Center

Coordinating Board for Higher Education
April 10, 2008

**CBHE Public Policy Handbook Content Regarding
Collaboration among Proposed 1456 Sites and Existing Institutions**

(Adopted by the Board October 12, 2000)

The board recommended that the commissioner and staff continue to work with the institutions that proposed HB 1456 sites to fully explore cooperative arrangements in consultation with public and independent institutions seeking to serve a proposed community, e.g. Edina, Hannibal, and Kennett, and to fully explore better use of telecommunications for expanded program and course delivery.

NOTE: The Sikeston Area Higher Education Center is also a 1456 site.

**CBHE Public Policy Handbook Content Regarding
Sikeston Area Higher Education Center**

(Adopted by the Board October 12, 2000)

The CBHE recommended that the community of Sikeston met the CBHE HB 1456 criteria for designation as a HB 1456 site. The board also recommended that Three Rivers Community College and Southeast Missouri State University use existing postsecondary technical education (RTEC) distributions, mission enhancement appropriations, and revenue from tuition and fees to operate the Sikeston Area Higher Education Center. Furthermore, while cooperative sharing of resources with the Sikeston Area Vocational School should continue, all providers should work toward elimination of unnecessary duplication of programs and course delivery between the local AVTS and the new Center.

AGENDA ITEM SUMMARY

AGENDA ITEM

Distribution of Community College Funds
Coordinating Board for Higher Education
April 10, 2008

DESCRIPTION

The process for making state aid payments to community colleges in FY 2008 will be monthly. All FY 2008 state aid appropriations are subject to a three percent governor's reserve.

The total FY 2008 state aid appropriation for community colleges is \$142,123,963. The amount available to be distributed (appropriation less the three percent governor's reserve) is \$137,860,244.

The payment schedule of state aid distributions for January through March 2008 is summarized below.

State Aid (excluding M&R) – GR portion	\$ 22,164,783
State Aid – lottery portion	1,484,133
Workforce Preparation – GR portion	3,628,149
Workforce Preparation – lottery portion	323,097
Out-of-District Programs	285,177
Technical Education	4,958,715
Workforce Preparation for TANF Recipients	398,691
Maintenance and Repair	<u>1,808,148</u>
TOTAL	\$ 35,050,893

The total distribution of state higher education funds to community colleges during the period January through March, 2008 is \$35,050,893. The total FY 2008 distribution for July through March, 2008 is \$103,703,336.

STATUTORY REFERENCE

Section 163.191, RSMo

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT

None

Coordinating Board for Higher Education
April 10, 2008

AGENDA ITEM SUMMARY

AGENDA ITEM

Academic Program Actions
Coordinating Board for Higher Education
April 10, 2008

DESCRIPTION

All program actions that have occurred since the February 7, 2008, Coordinating Board meeting are reported in this consent calendar item.

STATUTORY REFERENCE

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

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT

Academic Program Actions

ACADEMIC PROGRAM ACTIONS

I. Programs Discontinued

Mineral Area College

Current Programs:

AAS, Industrial Technologies
C1, Industrial Technologies

Approved Change:

Delete both programs.

Programs as Changed:

AAS, Industrial Technologies (Deleted)
C1, Industrial Technologies (Deleted)

II. Programs and Options Placed on Inactive Status

State Fair Community College

1. Current Program:

AAS, Fire Science Technology

Approved Change:

Inactivate program.

Program as Changed:

AAS, Fire Science Technology (Inactive)

2. Current Program:

AAS, Custom Applicator Technology

Approved Change:

Inactivate Program.

Program as Changed:

AAS, Custom Applicator Technology (Inactive)

University of Central Missouri

Current Program:

BS, Industrial Technology Manufacturing Management

Approved Changes:

Inactivate program.

Program as Changed:

BS, Industrial Technology Manufacturing Management (Inactive)

University of Missouri – St. Louis

Current Program:

GRCT, School Psychology

Approved Change:

Inactivate program.

Program as Changed:

GRCT, School Psychology (Inactive)

III. Approved Changes in Academic Programs

Linn State Technical College

Current Program:

AAS, Nuclear Technology (*Offered at the Advanced Technology Center in Mexico, MO.*)

Approved Changes:

Add options in Instrumentation and Control, Radiation Protection, and Reactor Operations.

Program as Changed:

AAS, Nuclear Technology
Instrumentation and Control
Radiation Protection
Reactor Operations

Mineral Area College

1. Current Program:

AAS, Criminal Justice

Approved Changes:

Add option in Forensic Investigation

Program as Changed:

AAS, Criminal Justice
Forensic Investigation

2. Current Programs:

AAS, Electronics and Machine Technologies
C1, Electronics and Machine Technologies

Approved Change:

Change title of AAS and C1 to Electrical/Electronics Technology

Programs as Changed:

AAS, Electrical/Electronics Technology
C1, Electrical/Electronics Technology

3. Current Program:

AAS, Operations Management and Manufacturing Supervision

Approved Changes:

Change program title to Manufacturing Supervision.

Program as Changed:

AAS, Manufacturing Supervision

4. Current Programs:

AS, Civil Technology
C1, Civil Technology

Approved Change:

Change degree nomenclature of AS, Civil Technology to AAS.
Change title of AAS and C1 to Civil/Construction Technology.

Programs as Changed:

AAS, Civil/Construction Technology
C1, Civil/Construction Technology

5. Current Program:

AS, Manufacturing Technology

Approved Changes:

Change degree nomenclature to AAS.

Program as Changed:

AAS, Manufacturing Technology

Moberly Area Community College

Current Programs:

AAS, Computer Information Systems
C1, Computer Information Systems

Approved Change:

Change title of both programs to Computer Information Technology.

Programs as Changed:

AAS, Computer Information Technology
C1, Computer Information Technology

Missouri Southern State University

Current Program:

BA, Art
Graphic Communication
Studio Art

Approved Changes:

Change title of option in Graphic Communication to Graphic Design.

Program as Changed:

BA, Art
Graphic Design
Studio Art

Missouri Western State University

Current Program:

BS, Theatre and Video
Performance – Directing
Performance – Theatre/Video Technology
Theatre/Video Technology – Directing

Approved Changes:

Change title of option in Performance – Directing to Production and Direction.
Change title of option in Performance – Theatre/Video Technology to Performance
Change title of option in Theatre/Video Technology – Directing to Technical Production.
Add option in Scriptwriting.

Program as Changed:

BS, Theatre and Video
Performance
Production and Direction
Scriptwriting
Technical Production

Northwest Missouri State University

1. Current Programs:

BA, Speech Communication – Organizational Communication

BS, Speech Communication – Organizational Communication

Approved Change:

Change title of both programs to Organization Communication.

Programs as Changed:

BA, Organizational Communication

BS, Organizational Communication

2. Current Program:

BS, Sociology

Corrections

Social Foundations

Approved Change:

Change title of option in Corrections to Social Control.

Program as Changed:

BS, Sociology

Social Control

Social Foundations

3. Current Program:

MBA, Business Administration

Accounting

Agricultural Economics

Business, General

Management Information Systems

Quality Management

Approved Change:

Change title of option in Management Information Systems to IT Management.

Program as Changed:

MBA, Business Administration

Accounting

Agricultural Economics

Business, General

IT Management

Quality Management

Southeast Missouri State University

1. Current Program:

BSBA, Management

Human Resource Management

Organizational Leadership Studies

Approved Changes:

Change title of option in Organizational Leadership studies to Management.
Add option in Entrepreneurship.

Program as Changed:

BSBA, Management
Entrepreneurship
Human Resource Management
Management

2. Current Programs:

BS, Engineering Physics: Applied Physics and Engineering

BS, Engineering Physics: Computer Applications in Physics and Engineering

Approved Changes:

Delete BS, Engineering Physics: Applied Physics and Engineering.
Add options in Computer Applications, Electrical Applications, and Mechanical Applications to BS, Engineering Physics: Computer Applications in Physics and Engineering.
Change title of Engineering Physics: Computer Applications in Physics and Engineering to Engineering Physics.

Programs as Changed:

BS, Engineering Physics: Applied Physics and Engineering (Deleted)

BS, Engineering Physics
Computer Applications
Electrical Applications
Mechanical Applications

3. Current Program:

BS, Industrial Technology
Construction Management and Design
Facilities Management
Industrial Management
Technical Graphics
Technology
Telecommunications and Computer Networking

Approved Change:

Change title of option in Technical Graphics to Computer and Multimedia Graphics.

Change title of option in Technology to Technology Management.

Program as Changed:

BS, Industrial Technology
Computer and Multimedia Graphics
Construction Management and Design
Facilities Management
Industrial Management
Technology Management
Telecommunications and Computer Networking

State Fair Community College

1. Current Program:

AAS, Business Management
Management
Marketing and Retail
Office Management

Approved Changes:

Add option in Real Estate.
Add a one-year certificate (C1) in Real Estate Appraisal.

Program as Changed:

AAS, Business Management
Management
Marketing and Retail
Office Management
Real Estate
C1, Real Estate Appraisal

2. Current Program:

AAS, Secretarial Science
Medical Office Assistant
C1, Secretarial Science – Medical Office Administration

Approved Changes:

Change title of AAS to Medical Office Administration.
Change title of C1 to Medical Office Support Services.
Change title of option in Medical Office Assistant to Management Support Services.
Add options in Medical Transcription and Procedure and Diagnosis Coding.

Program as Changed:

AAS, Medical Office Administration
Management Support Services

Medical Transcription
Procedure and Diagnosis Coding
C1, Medical Office Support Services

3. Current Program:

AAS, Industrial Technology
Industrial Electricity/Electronics
Industrial Maintenance
Industrial Supervision
Machining & Mechanical Maintenance
Power Plant Maintenance
Welding & Mechanical Maintenance
C1, Industrial Technology (Emphasis-Electricity/Electronics)
C1, Industrial Technology (Emphasis-Industrial Maintenance)

Approved Changes:

Delete options in Industrial Electricity/Electronics and Industrial Supervision.
Change title of option Industrial Maintenance to Electrical Maintenance.
Delete C1, Industrial Technology (Emphasis-Electricity/Electronics).
Change title of C1, Industrial Technology (Emphasis-Industrial Maintenance) to Industrial Technology – Electrical Maintenance.

Program as Changed:

AAS, Industrial Technology
Electrical Maintenance
Industrial Electricity/Electronics (Deleted)
Industrial Supervision (Deleted)
Machining & Mechanical Maintenance
Power Plant Maintenance
Welding & Mechanical Maintenance
C1, Industrial Technology (Emphasis-Electricity/Electronics) (Deleted)
C1, Industrial Technology – Electrical Maintenance

4. Current Program:

C1, Secretarial Science – Office Administration

Approved Change:

Change title to Office Support Services

Program as Changed:

C1, Office Support Services

University of Central Missouri

1. Current Program:

BSBA, Accounting

Approved Changes:

Change program name to Accountancy.

Programs as Changed:

BSBA, Accountancy

2. Current Program:

EDSP, Human Service
Guidance and Counseling
Learning Resources
Special Education
Technology and Occupational Education

Approved Changes:

Change name of option in Guidance and Counseling to Professional Counseling.

Programs as Changed:

EDSP, Human Service
Learning Resources
Professional Counseling
Special Education
Technology and Occupational Education

3. Current Program:

MS, Technology and Occupational Education
Occupational Education
Technology Education

Approved Changes:

Change degree title to Career and Technical Education Leadership.
Change title of option in Occupation Education to CTE Administrator.
Change title of option in Technology Education to CTE Teacher.
Add option in Industry Training.

Program as Changed:

MS, Career and Technical Education Leadership
CTE Administrator
CTE Teacher
Industry Training

4. Current Program:

BS, Engineering Technology (Functional Major)
Electronics Engineering Technology
Industrial Engineering Technology
Manufacturing Engineering Technology

Mechanical Engineering Technology

Approved Changes:

Delete Functional Major from program title.

Programs as Changed:

BS, Engineering Technology
Electronics Engineering Technology
Industrial Engineering Technology
Manufacturing Engineering Technology
Mechanical Engineering Technology

5. Current Program:

MS, Student Personnel Administration

Approved Changes:

Change title to College Student Personnel Administration

Programs as Changed:

MS, College Student Personnel Administration

6. Current Program:

BS, Industrial Technology (Functional Major)

Approved Change:

Change degree title to Industrial Technology 2+2

Program as Changed:

BS, Industrial Technology 2+2

7. Current Program:

MS, Industrial Technology

Approved Changes:

Change program name to Technology.

Programs as Changed:

MS, Technology

8. Current Program:

MS, Occupational Safety Management
Fire Science
Industrial Safety
Loss Control
Public Safety
Security
Transportation Safety

Approved Changes:

Delete all options.

Programs as Changed:

MS, Occupational Safety Management
Fire Science (Deleted)
Industrial Safety (Deleted)
Loss Control (Deleted)
Public Safety (Deleted)
Security (Deleted)
Transportation Safety (Deleted)

University of Missouri – Kansas City

Current Program:

MS, Bioinformatics
Computational Bioinformatics
Genomic Bioinformatics
Medical Informatics

Approved Change:

Change title of option in Medical Informatics to Clinical Research.

Program as Changed:

MS, Bioinformatics
Clinical Research
Computational Bioinformatics
Genomic Bioinformatics

University of Missouri – St. Louis

1. Current Program:

None

Approved Change:

Add a free standing graduate certificate (GRCT) in Secondary School Teaching.

Program as Changed:

GRCT, Secondary School Teaching

2. Current Program:

None

Approved Change:

Add a free standing graduate certificate (GRCT) in Teaching English to Speakers of Other Languages.

Program as Changed:

GRCT, Teaching English to Speakers of Other Languages

3. Current Program:

BA, Psychology
Child Care and Development
Community Mental Health
Graduate School Preparation

Approved Change:

Delete all options.

Program as Changed:

BA, Psychology
Child Care and Development (Deleted)
Community Mental Health (Deleted)
Graduate School Preparation (Deleted)

IV. Received and Reviewed Changes in Programs (Independent Colleges and Universities)

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

V. Program Changes Requested and Not Approved

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

VI. New Programs Approved

Jefferson College

1. AAS, Computer Aided Drafting and Design Technology – Architectural
2. C1, Computer Aided Drafting and Design Technology – Architectural

Missouri Southern State University

BS, Communication
Mass Communications
Public Relations
Speech Communications

Missouri Western State University

1. BS, Convergent Media
2. MAA, Written Communication
Technical Communication
Writing Studies

Southeast Missouri State University

BS, Criminal Justice (*Off-site delivery at the Southeast centers in Kennett, Malden, Sikeston, and the Perryville Higher Education Center.*)

State Fair Community College

1. AAS, Building Material Merchandising (*Off-site delivery at the SFCC Center in Osage Beach, MO.*)
2. AAS, Construction Technology (*Off-site delivery at the SFCC Center in Osage Beach, MO.*)

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

Fontbonne University

1. BA, Corporate Communication
2. BA, Organizational Studies
3. BBA, Business Administration
4. BS, Sports and Entertainment Management
5. MBA, Business Administration
6. MM, Management

(All programs above will be delivered at SSM DePaul Health Center in Bridgeton, MO, SSM Health Care Corporate Offices in St. Louis, MO, SSM St. Joseph Health Care Center in St. Charles, MO, and SSM St. Mary's Health Center in St. Louis, MO. Programs numbered 1-5 will be delivered at SSM Health Center in St. Louis, MO.)

VIII. Programs Withdrawn

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

IX. New Programs Not Approved

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

AGENDA ITEM SUMMARY

AGENDA ITEM

Missouri High School Graduates Performance Report
Coordinating Board for Higher Education
April 10, 2008

DESCRIPTION

On an annual basis, the Coordinating Board for Higher Education has statutory responsibility to provide a report to the State Board of Education about the performance of public high school graduates during their first year of attendance at Missouri's public two- and four-year institutions. The intent of this board item is to provide a summary of the April 2008 Missouri High School Graduates Performance Report.

Background

As part of the Missouri Outstanding Schools Act, the Coordinating Board was given responsibility to prepare an annual report on recent high school graduates' academic performance during their initial year of pursuing collegiate-level work. As described in statute, the data in this report are to be arranged by individual school and disaggregated by race and gender. Further, individual student names are not to be used, and no grade point averages are to be disclosed in any cells with three or fewer students.

By statute, the report must include:

- Grade point average after the initial year in college
- Percent of students returning to college after the first and second semester
- Percent of students taking remedial courses in the basic academic subjects of English, mathematics, or reading
- Other data as determined by rule and regulation of the Coordinating Board for Higher Education

The annual report, which was first issued in 1996, is intended to provide information to secondary and postsecondary stakeholders regarding student preparation, persistence, and completion by graduates of each of the state's public high schools in public postsecondary institutions in the state.

Missouri Department of Higher Education (MDHE) staff believe the report will continue to prove valuable in monitoring the impact of ongoing major statewide initiatives, including the Curriculum Alignment Initiative (CAI), and the transitions to statewide course assessments and revised graduation requirements at the secondary level.

Coordinating Board for Higher Education
April 10, 2008

April 2008 Report

The High School Graduates Performance Report tracks Missouri public high school graduates entering the state's public two- and four-year postsecondary institutions as first-time freshmen in the fall semester following high school graduation.

Data for the following categories are included in the attached *Missouri Public High School Graduates Data: First-time Freshmen Enrolled in Public Institutions*:

- Demographic characteristics of college entrants
- Academic preparation
- Performance and retention
- Degree completion

New Freshmen Demographics

Table One in the attachment provides data on enrollment demographics for Missouri public high school graduates who entered Missouri public two- and four-year colleges and universities. The table includes a baseline year (1996 high school graduates), the previous year (2006), and the current cohort year (2007). General highlights include:

- Overall enrollment of this cohort has increased 4.2% over the class of 2006, following a slight decline from 2005 to 2006. Of course, graduate follow-up in this report is currently limited to enrollment in public Missouri postsecondary institutions, and does not reflect student enrollment in non-public or out-of-state institutions.
- African-American and female enrollments increased measurably from 2006 to 2007 (6.9 percent and 4.4 percent respectively).
- The number of students identified as American Indian / Alaska native, non-resident alien, or of other or unknown race/ethnicity, increased 7.9 percent since 2006, and 286.3 percent since 1996. New federal rules on reporting student race / ethnicity are currently being implemented, however, and will provide more information in future years especially regarding bi-racial or multi-racial students.

Academic Preparation

Tables Two and Three provide data on academic preparation of Missouri public high school graduates who entered Missouri public two- and four-year institutions. Included are data on ACT test participation and scoring, completion of the CBHE-recommended high school core curriculum, and enrollment in remedial / developmental coursework.

Table Two includes a baseline year (1996 high school graduates), the previous year (2006), and the current cohort year (2007), while Table Three reports 2007 data by gender and race / ethnicity. General highlights include:

- ACT testing participation and average composite scores reported for this cohort are basically stable from 2006 to 2007.
 - Public Missouri high school graduates attending public in-state colleges and universities (included in this report): 22.1 composite ACT average
 - All Missouri high school graduates: 21.6
 - National average – high school graduates: 21.2
- The percentage of students in this cohort requiring remediation has increased slightly overall since 2006, following a slight decline the previous year. The overall increase is linked to increases of approximately one-half percent each in math and English / writing, respectively.
 - Overall: 36.6 percent (2007) compared to 36.4 percent (2006)
 - Math: 30.1 percent (2007) compared to 29.6 percent (2006)
 - English: 17.5 percent (2007) compared to 16.9 percent (2006)
 - Reading: 10.2 percent (2007) compared to 10.1 percent (2006)
- Female high school graduates in this cohort continue to record lower ACT scores, and require more frequent remediation in math and reading (Table Three), but retain and complete at higher rates than their male counterparts.
- 92 percent of enrolled students in this cohort had completed the CBHE-recommended high school core curriculum; this total should increase further as graduates enter postsecondary education who have completed new graduation requirements, effective for the public high school graduating class of 2010. The revised CBHE Recommended High School Core Curriculum is now structurally aligned with high school graduation requirements adopted by the State Board of Education for 2010 high school seniors.

Performance and Retention in College

Tables Four and Five provide data on first-year college performance of Missouri public high school graduates who entered Missouri public two- and four-year institutions. These data include fall and spring semester retention rates and average GPA as well as freshman-to-sophomore retention rates.

Table Four includes a baseline year (1996 high school graduates), the previous reported year (fall 2005 into fall 2006), and the most recent available data (fall 2006 into fall 2007), while Table Five reports retention and average GPA data by gender and race / ethnicity for the class of 2006. General highlights include:

- Freshman-to-sophomore (“fall-to-fall”) retention improved by a percentage point overall, and at both two- and four-year institutions, in comparison to the class of 2005. Additional student identification data collected beginning in fall 2006 should allow the MDHE to more accurately track students across terms, years, and institutions in coming years, so additional cohorts will assist in determining whether student retention, data quality, or both are improving.

- Composite ACT scores among racial / ethnic groups (Table Three) roughly correlate with differences in retention and completion at the postsecondary level (Tables Five and Seven).

Degree Completion

Tables Six and Seven provide information on degree completion status among approximately 18,800 Missouri public high school graduates who entered the state's public colleges and universities as degree-seeking freshmen in fall 2001. Table Six reports data for fall 2000 and fall 2001 entering freshmen, while Table Seven reports fall 2001 data by gender and race / ethnicity. General highlights include:

- 49.7 percent of this cohort received a degree from a Missouri public institution by spring 2007
 - 34.8 percent of fall 2001 degree-seeking freshmen were awarded a baccalaureate degree, 11.1 percent earned an associate's degree, and 3.8 percent earned both
- Overall graduation rate, baccalaureate, and associate's completion rates each declined in comparison to the class of 2000, although the percentage of the entering cohort earning both degrees increased by one percent.
- As detailed previously, structural changes in data collected from public institutions should strengthen data quality in coming years, allowing a greater number of students to be "matched" between the entering cohort and completions data. In the interim, however, there is also a slight increase in the number of students still enrolled without having yet earned a degree (6.9 percent of the fall 2001 cohort), an indication that time-to-degree may be lengthening. There was also an increase in the number of students classified as out of the public system (43.4 percent of the fall 2001 cohort), although some students certainly transferred to independent or out-of-state institutions, from which the MHDE does not collect student-level data.
- Presuming these data are an accurate reflection of a decrease in completion rates at public institutions for this cohort in comparison to past entering classes, the data do raise questions regarding the potential causes of a decline. Related factors / issues may include increasing rates of remedial enrollment, increasing postsecondary costs of attendance during this period, as well as the relatively higher rate of growth of enrollment at in-state independent baccalaureate institutions, in comparison to public baccalaureate institutions.

Conclusion

The Missouri High School Graduates Performance Report provides useful information reflecting the comparative preparation, enrollment, persistence, and completion of Missouri's public high school graduates in public Missouri colleges and universities:

- Enrollment of first-time freshmen in this cohort in public Missouri institutions increased by almost 1,000 students over the class of 2006

- Remediation is basically stable over the past two years among this cohort, as are ACT score, although test-taking participation has increased in recent years
- Student retention among recent graduating classes in public higher education may be improving slightly, although degree completion of the class of 2001 appears to have declined somewhat in comparison to the class of 2000.

Finally, the Missouri High School Graduates Performance Report will continue to be one of many measures of the impact of initiatives geared toward strengthening student success in Missouri:

- the work of the statewide and regional P-20 Councils
- the impact of increased graduation requirements and course-level state assessments in public Missouri high schools
- the development and implementation of the Curriculum Alignment Initiative, of renewed strategic planning under the direction of the Coordinating Board, and the impact of the CBHE *Policy on Higher Education Student Funding Act Implementation*.
- the further development and strengthening of available data systems to support relevant research

The Missouri High School Graduates Performance Report is presented on the MDHE website for each of Missouri's public high schools at <http://www.dhe.mo.gov/hsgradreport.shtml>. Trend data is presented, where available, back to 1996 graduates. Formal notification of the availability of the report will also be provided to the State Board of Education as directed by statute. MDHE staff look forward to working with all interested stakeholders to study and improve student success from K-12 into higher education, and into the Missouri workforce.

STATUTORY REFERENCE

Section 173.750 RSMo, Annual reporting of performance of graduates, furnishing of report – procedure – data included

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT

Missouri Public High School Graduates Data

**Missouri Public High School Graduates Data:
First-time Freshmen Enrolled in Public Institutions**

Table One: Demographic Characteristics of College Entrants								
	1996	% 1996 Total	2006	% 2006 Total	2007	% 2007 Total	% Change 1996 - 2007	% Change 2006 - 2007
Overall Enrollment	18,110		23,367		24,354		34.5%	4.2%
Four-year	10,768	59.5%	11,592	49.6%	11,810	48.5%	9.7%	1.9%
Two-year	7,342	40.5%	11,775	50.4%	12,544	51.5%	70.9%	6.5%
Women	10,075	55.6%	12,775	54.7%	13,341	54.8%	32.4%	4.4%
Men	8,034	44.4%	10,590	45.3%	11,004	45.2%	37.0%	3.9%
African American	1,422	7.9%	2,295	9.8%	2,454	10.1%	72.6%	6.9%
Hispanic	210	1.2%	436	1.9%	448	1.8%	113.3%	2.8%
Caucasian	15,619	86.2%	18,202	77.9%	18,859	77.4%	20.7%	3.6%
Asian	289	1.6%	394	1.7%	391	1.6%	35.3%	-0.8%
Other	570	3.1%	2,040	8.7%	2,202	9.0%	286.3%	7.9%

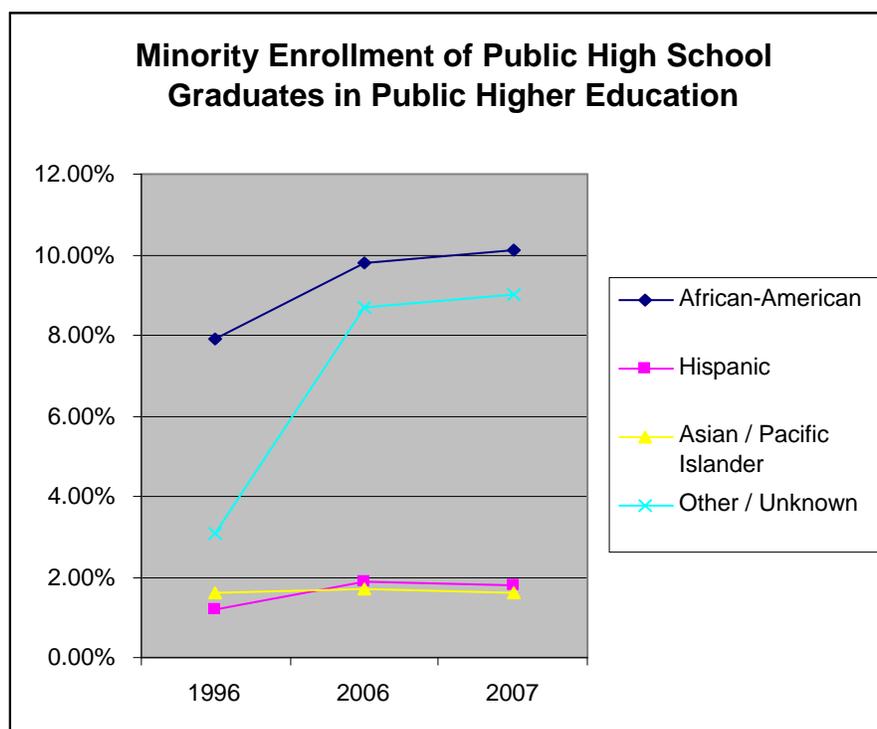


Table Two: Academic Preparation						
	1996		2006		2007	
Percent completing core curriculum	73%		92%		92%	
Percent taking ACT	71%		73%		72.5%	
Average ACT	22.56		22.0		22.1	
Remediation						
Overall	4,768	26.3	8,506	36.4		36.6
- four-year	1,295	27.2%	1,794	21.1%	1,850	20.7%
-two-year	3,473	72.8%	6,712	78.9%	7,068	79.3%
Math	3,279	18.1%	6,924	29.6	7,326	30.1
English	2,408	13.3%	3,939	16.9	4,272	17.5
Reading	1,287	7.1%	2,362	10.1	2,481	10.2

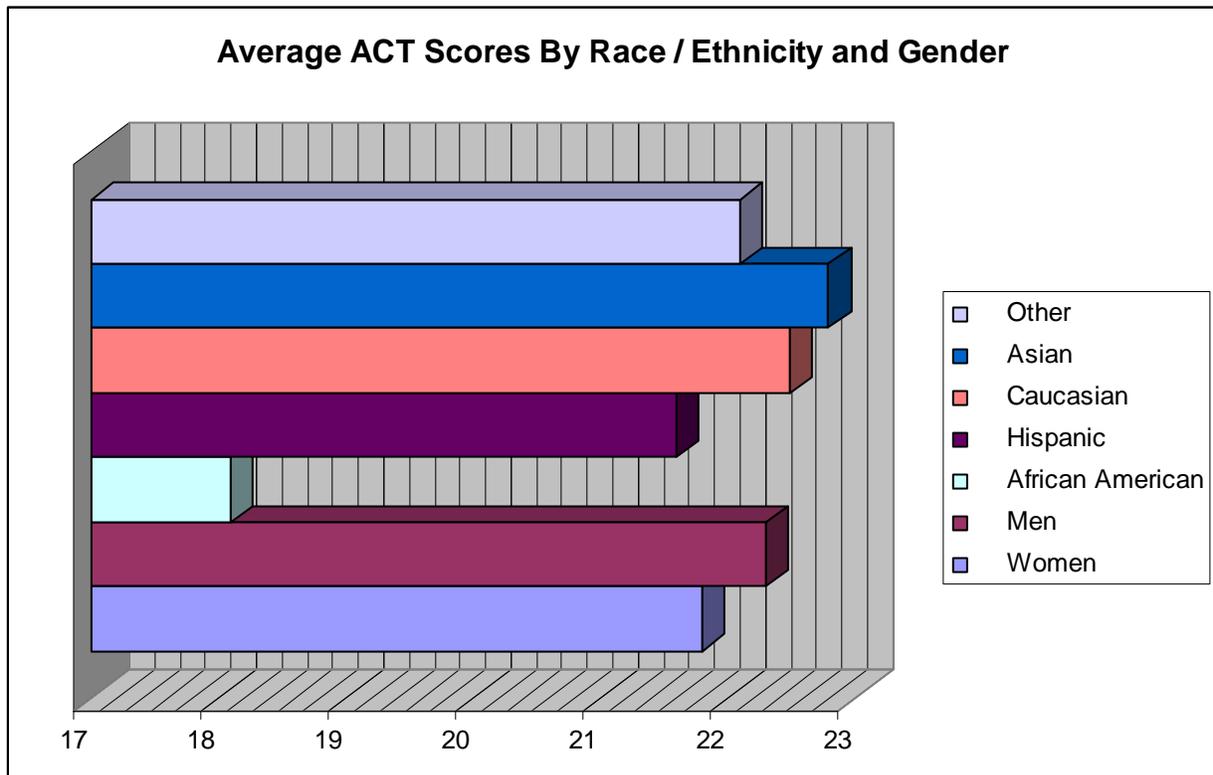


Table Three: Average ACT Score and Remedial Enrollments by Race/Ethnicity and Gender - 2007				
	ACT	% Enrolled in Remedial Math	% Enrolled in Remedial English	% Enrolled in Remedial Reading
Women	21.8	32.1	16.5	11.1
Men	22.3	27.7	18.8	9.1
African American	18.1	51.2	37.5	35.0
Hispanic	21.6	33.9	21.7	12.7
Caucasian	22.5	26.6	14.7	6.6
Asian	22.8	14.3	15.1	5.6
Other	22.1	38.5	19.3	13.3

Table Four: Performance and Retention						
	1996		2005		2006	
First term retention	17,297	96%	22,805	97%	22,670	97%
First term GPA	2.22		2.57		2.59	
Second term retention	14,982	83%	19,671	84%	19,647	84%
Second term GPA	2.56		2.69		2.68	
Freshman-to-soph retention	13,533	74%	17,249	73%	17,263	74%
- Four-year institutions	8,953	83%	9,899	84%	9,835	85%
- Two-year Institutions	4,580	63%	7,350	62%	7,428	63%

Table Five: Performance and Retention by Race/Ethnicity and Gender - 2006							
	Women	Men	African American	Hispanic	Caucasian	Asian	Other
First term retention	97%	97%	95%	97%	98%	98%	95%
First term GPA	2.70	2.46	2.12	2.51	2.67	2.83	2.35
Second term retention	85%	84%	78%	81%	86%	89%	78%
Second term GPA	2.77	2.56	2.19	2.64	2.75	2.88	2.49
Freshman-to-soph retention	75%	73%	61%	71%	76%	83%	67%

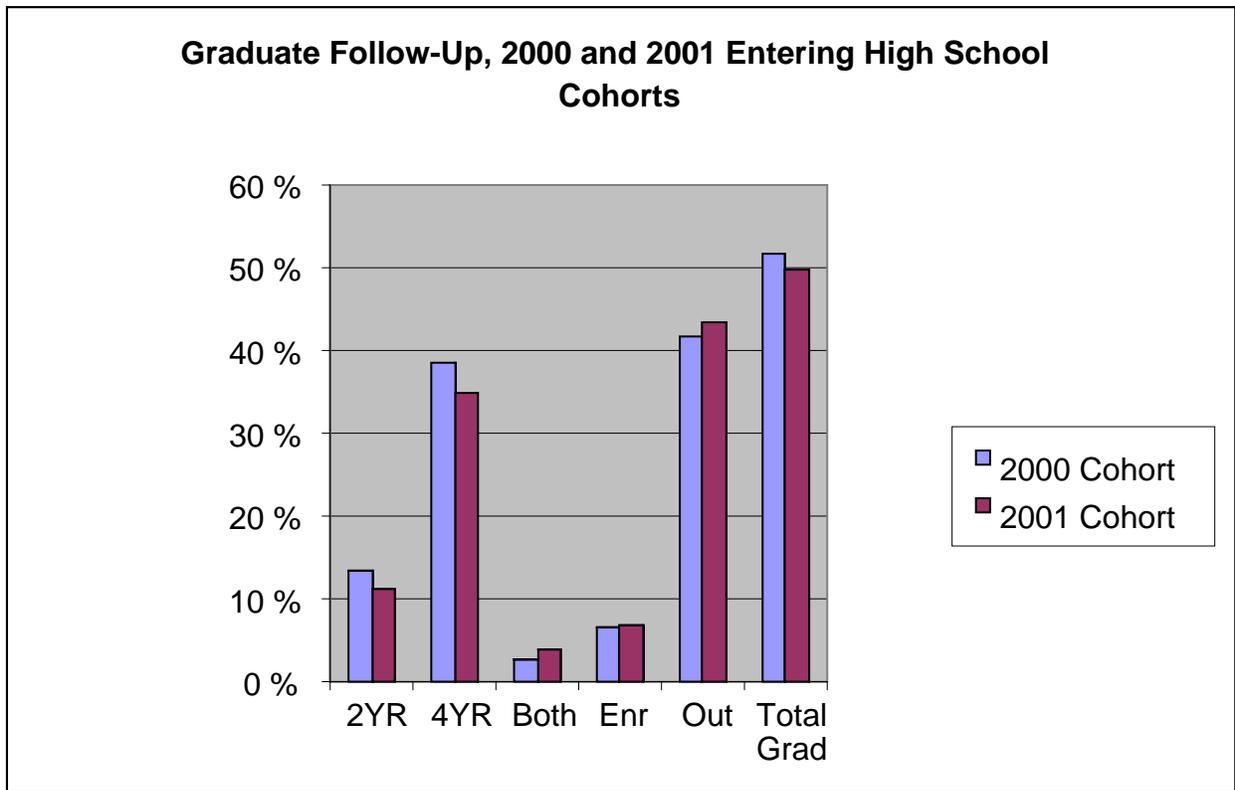


Table Six: Degree Completion				
	2000 Cohort	Percent	2001 Cohort	Percent
First-time, Degree-seeking Freshmen	18,717		18,796	
- Received 2-year degrees only	2,485	13.3%	2,078	11.1%
- Received 4-year degrees only	7,211	38.5%	6,550	34.8%
- Received both 2- and 4-year degrees	524	2.8%	711	3.8%
- No degree but still enrolled	1,227	6.6%	1,302	6.9%
- Out of system	7,794	41.6%	8,155	43.4%
- Total graduates	9,696	51.8%	9,339	49.7%

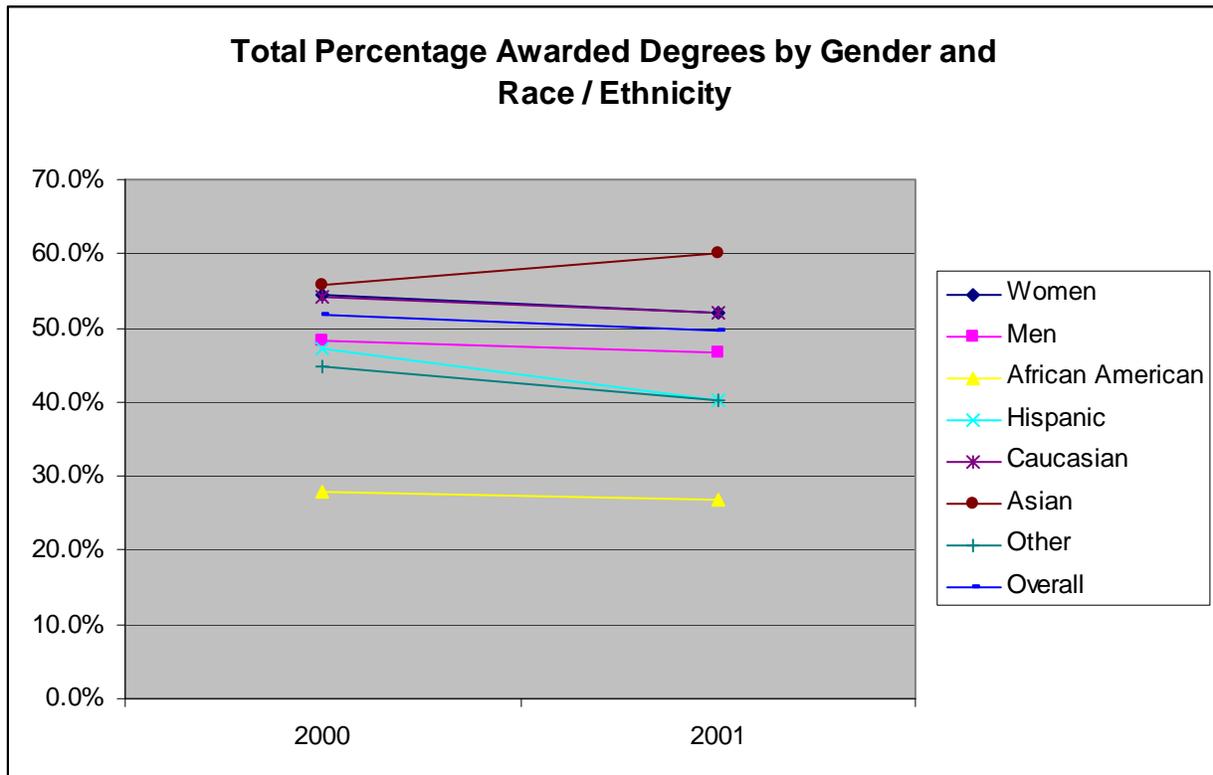


Table Seven: Degree Completion by Race/Ethnicity and Gender - 2001 Cohort							
	Women	Men	African American	Hispanic	Caucasian	Asian	Other
- Received 2-year degrees only	1,260	818	67	16	1,923	9	63
- Received 4-year degrees only	3,829	2,721	302	71	5,870	139	168
- Received both 2- and 4-year degrees	418	293	11	8	666	7	19
Total Percentage Awarded Degrees - Fall 2001 Cohort	52.0%	46.7%	26.7%	40.1%	52.0%	60.1%	40.1%

AGENDA ITEM SUMMARY

AGENDA ITEM

Committee on Transfer and Articulation Update
Coordinating Board for Higher Education
April 10, 2008

DESCRIPTION

The Coordinating Board and the CBHE Committee on Transfer and Articulation (COTA) again co-sponsored the Missouri Conference on Transfer and Articulation, an annual statewide forum reinstated in 2007 to address transfer and articulation issues. A one-day conference was held in Columbia, Missouri on January 30, 2008, to educate participants regarding the MDHE's Curriculum Alignment Initiative (CAI) and its policy impact. The intent of this board item is to provide a summary of the transfer conference.

Background

Specific feedback from 2007 conference participants suggested a preference for a single conference theme. As a result, the MDHE chose to focus upon CAI and its policy impact on both entry- and exit-level competencies, as well as dual credit.

2008 Missouri Conference on Transfer and Articulation

The 2008 Missouri Conference on Transfer and Articulation was held on January 30, 2008 at the Holiday Inn Select Executive Center in Columbia, Missouri. More than 180 registrants attended the conference and included transfer practitioners, institutional faculty and staff, MDHE staff, presidents and chancellors, COTA members (see Attachment A), and chief academic officers. All sectors were represented with 73 from public 2-year, 79 from public 4-year, 6 from proprietary, and 33 from independent institutions.

MDHE Research Associate and CAI Coordinator, Hillary Fuhrman, outlined the initiative's purpose, method, and timeline, asking participants to join in the conversation to exchange view points, pose questions, and to express concerns during breakout sessions.

The event's key note speaker, Dr. Ken Sauer, Senior Associate Commissioner for Research and Academic Affairs at the Indiana Commission for Higher Education, discussed national trends in curriculum alignment and transfer and promoted the integration of innovative transfer initiatives with technology as a key to promoting success in transfer.

After the plenary sessions, three breakout sessions ensued to begin discussions among transfer practitioners and administrators regarding the potential impact of the CAI on higher education public policy in Missouri: access to collegiate-level coursework, dual credit coursework, and exit competencies impact on transfer practice.

Coordinating Board for Higher Education
April 10, 2008

For a complete list of questions used to facilitate discussion, please review the Conference Evaluation located at http://www.dhe.mo.gov/transferconf_info08.shtml. Emerging themes, concerns, and questions are detailed in Attachment B.

Conference Outcomes and Future COTA Agenda

- The Transfer Conference significantly raised awareness regarding the CAI initiative among transfer practitioners and facilitated curriculum alignment conversations between professional staff, faculty, and administrative participants.
- Conference participant breakout discussions will directly impact policy development through increased understanding of CAI-related impacts for practitioners in the areas of: entry & exit level competencies, dual credit, assessment tools, and implementation.
- A Transfer Conference Report is being developed in order to respond to “actionable” items that arose as a result of the conference.
- Participant evaluations and feedback will be used by the planning committee in designing the 2009 Transfer Conference. A major goal will be to allow for further attendee participation and a wider breadth of transfer issue discussion.
- COTA recently sent a Dual Credit survey to CAOs in order to determine the current state of Dual Credit. The results will be compiled in the next month and will be used to identify any concerns with Dual Credit policy and practices. COTA is interested in establishing a culture of continual improvement in the Dual Credit program.

Conclusion

The 2008 Missouri One-Day Work Session on Transfer and Articulation was well attended and positively received by participants. The conference served to widen a public statewide conversation of relevant transfer issues and resulted in potential development of policy.

STATUTORY REFERENCE

Section 173.020(3) and 173.005.2(6), RSMo, Responsibilities of the Coordinating Board

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENTS

Attachment A: List of Current COTA Members
Attachment B: 2008 Missouri Transfer Conference Report

**CBHE Committee on Transfer and Articulation
April 10, 2008**

Dr. Evelyn Jorgenson, President (Chair)

Moberly Area Community College

Dr. Steven Graham, Interim Senior Vice President for Academic Affairs

University of Missouri System

Dr. Steven Kurtz, President

Mineral Area College

Dr. R. Alton Lacey, President

Missouri Baptist University

Ms. Julia Leeman, President

Sanford-Brown College

Dr. Pam McIntyre, President

St. Louis Community College-Wildwood

Dr. Aaron Podolefsky, President

University of Central Missouri

Dr. James Scanlon, President

Missouri Western State University

Dr. Robert Stein, Commissioner of Higher Education (ex-officio voting member)

Missouri Department of Higher Education

2008 Missouri Transfer Conference Report BREAKOUT SESSION DISCUSSION THEMES

1. Access to Collegiate Level Coursework

General Comments and Concerns:

The Role Business Plays Developing/Aligning Curriculum

- Define the purpose of a high school diploma.
- Option to choose general track vs. college entrance track focused on competencies.
- High schools need to work towards a curriculum that will align with employers' demands and business needs to articulate entry-level requirements (not develop curriculum).
- Put a realistic face on the consequences of not having rigor in curriculum. Emphasize to students where we fit globally and what is happening in our country in order to stress the importance of a college education.
- Two separate tracks *unnecessary*; skills for success in work are the **same** as skills needed to enter into college according to an ACT study (Ready for Work, Ready for College). Public schools need to return to basic skills (i.e. reading, writing, math, critical thinking).

Assessment

- Clear communication/awareness with college faculty of what type of high school testing is administered and what it addresses.
- Expanding entrance competencies to broader areas beyond gen education core, teachers avoid teaching to the test.
- Remedial assessment in other core general education courses, such as social sciences, will reach many more students, helping them become more successful.

Partnership between Postsecondary & Secondary Education

- P-20 is the key; merge all sectors for a day of communication. The state needs to encourage colleges and high schools to meet together so communication can start; identify what each educator in all institutions deal with in order to appreciate & respect those roles.
- Perhaps college faculty could be mentored by retired high school teachers or vice versa.
- Report to superintendents how well their graduates are performing in college.
- College representatives attend high schools to encourage early college visits, administer testing/assessment, to counsel students on necessary study skills, and clarify "college preparedness."
- Tools used to assess some types of skills can't be used on exams (i.e., reliance on calculators but then unable to complete work without them).
- If students are good in math, English/writing, and reading—core general education courses—they generally do well in all other curricular areas. Therefore, expanding entry level competencies into other areas (i.e. social sciences) will do very little good.
- **More emphasis** should be placed upon dual enrollment *instead of* dual credit; this allows students a valuable transition to courses taught by college professors on campus and identifies collegiate coursework expectations.

Remediation

- The need for remedial education is growing in the population that has least access, least support, and least financial support.
- Remedial education is not going away; there will just be a change in the way it is viewed.
- CAI's competencies will lead to fewer students placing into developmental education courses and increase students' college readiness and allow for re-allocation of those resources to other student learning areas.
- Remedial courses would affect enrollment: community college enrollment would increase, while competitive 4-year institutions enrollment decreased.
- Remedial courses would also affect student persistence and lead to higher graduation rates.
- Review policy to address developmental courses that do not transfer or accepted as credit.

Eligibility for Dual Credit/Advanced Placement

- CAI could establish through assessment which students are eligible.
- Since AP is nationally organized, these assessments are a good example for nationally implemented competencies.
- Students should not be allowed in dual credit unless they meet the same competency level requirements as on campus students would have to meet.

Questions:

The Role Business Plays Developing/Aligning Curriculum

- Are we preparing students for college or the workforce?
- Do small/rural schools have the ability to enroll students in either technical education or college preparation? Can their faculty support both tracks?
- Why not require students to submit high school transcript instead of resume or with resume? This will show tardiness, performance, etc. and help shape student to become responsible sooner.

Assessment

- Regarding CAI assessment, who are the "gatekeepers"?
- Will exams being developed to replace MAP retrofit to competencies?
- Would there come a time where colleges will look at these scores as they now look at ACT for placement?
- How important will this test be on a student's grade or future?

Remediation

- Should financial aid limitations exist for students taking developmental courses?

Eligibility for Dual Credit/Advanced Placement

- Should students be expected to have earned 12 units when they enroll?

2. Policy & Impact of Exit Level Competencies

General Comments and Concerns:

Assessment

- Implementation of CAI will streamline general education requirements between institutions.
- Exit-level competencies will lead to meeting requirements through assessment.
- The implementation of exit-level competencies will cause a standardized assessment at the end of each course.
- Single statewide assessment very much mirrors No Child Left Behind, promulgating “teaching to the test.”
- One single assessment may not be the direction to approach due to different natures of students, disciplines, and institutional mission.

Intellectual Property Rights

- Syllabi may need to be open to/shared with other institutions or professors.
- Faculty input & legal expertise is recommended to protect academic freedom.
- The competencies can’t take away academic freedom and the faculty-need to be able to flexibly cover competencies how they wish.

More Centralized Articulation System

- If statewide system is put into place, online degree audits would aid transferring students.
- By implementing a centralized system, institutions lose their individuality and competitiveness.
- Problems with reliability, updating, and funding exist.

Questions:

Assessment

- Will institutions be able to accept the transfer of general education credits between private to public institutions or from the military without assessment?
- Couldn’t the state regulate assessment through accreditation?

More Centralized Articulation System

- Would a statewide system violate already developed articulation agreements?
- Do we wish to homogenize programs at varying institutions?
- How would a statewide system recognize different missions and selection criteria for different institutions?

3. Dual Credit

General Comments and Concerns:

- All students in the dual credit course need to meet the minimum competencies. The CAI will narrow the window of students eligible for dual credit courses. Dual credit students need to be mature and bright.

- Build consistency of curriculum (via entry-level competencies) and tighter faculty requirements into dual credit policy.
- High school dual credit courses will need to teach by the syllabus standards of the university providing credit. In some cases high schools may want to teach more than is on the college syllabus.
- The challenge will be to create a state-wide test based on particular competencies for each course.
- The implementation of the CAI will require good communication with all institutions in order to balance the high school exit-level competencies with the entry-level competencies at the college/university. DESE needs to provide to postsecondary institutions the high school exit competencies for various subjects.
- Continue policy of allowing only juniors and seniors to take dual credit.
- While ACT and SAT offer a one-sided view of a student's ability to succeed in college-level coursework, dual credit courses shows the ability to actually perform in those courses.
- Teachers may "teach to the test," and teacher evaluations may be linked to the test outcomes.
- If students must re-take the dual credit course because they did not pass the exit exam, parents will complain that they have already paid for the course once.
- Some universities complain that dual credit students and other transfers are under-prepared for the next level of courses.
- Smaller high schools may have difficulty meeting faculty qualifications and being able to offer dual credit opportunities.

Questions:

- Who is developing the entrance and exit exams? How, where, and when will they be administered?
- Will all department chairs at postsecondary institutions agree on the curriculum and the exams needed to establish the exit competencies?
- Would/could AP exams serve as exit exams? If so, would the competencies be met by a certain range of scores? If not, will students take both the AP exam and the exit exam? Will Missouri guidelines keep a student who has passed an AP exam from getting credit?
- What admission weight will the exit exams/entry competencies have at the college level? Will the CAI effect admission requirements?
- Will the CAI dictate what the high schools will teach?
- Once the competencies and tests are created and agreed upon and students pass the tests, are all institutions required to accept the credit?
- Who will enforce the policy guidelines on faculty standards for dual credit?
- Can all students take dual credit if they show competency? What if they are not on a college track?
- Has public opinion been considered in the creation and implementation of the competencies?
- Who will pay for the implementation of the high school exit exams and for any university entry exams needed to establish eligibility for dual credit?

- If a college/university is accredited by the Higher Learning Commission and/or by the National Alliance of Concurrent Enrollment Partnerships (NACEP), why should the transfer competencies have to be addressed?

Summary of Participant Evaluations

The transfer conference evaluation was completed by approximately 38% of attendees. The results of the evaluation indicate that attendees felt that the conference was a success and valuable to their work.

- The majority of respondents indicated that the conference addressed important issues in transfer and increased their understanding of those issues.
- Respondents reported that they were generally satisfied with the conference, and would recommend the conference to their colleagues.
- A strong majority expressed interest in participating in future conferences and events regarding transfer; while there were mixed reviews as to whether the conference should be expanded to a two-day format.

Self-reported Demographics of Respondents

Institutional sector:

19 Public 2-year	13 Independent 4-year
31 Public 4-year	00 Independent 2-year
1 Proprietary	

Position Area:

9 Student Affairs	39 Academic Affairs
10 Faculty	10 Direct Student Provider

Comments/Suggestions:

- Distribute power point handouts before presentation.
- Next year’s conference should update participants on CAI, expand to emerging issues.
- Supply attendees with evaluation form at time of registration to maximize return rate.
- Adhere to a timely schedule; morning delay left much less time for discussion during group sessions.
- Engage participants in discussion much earlier in program; morning session too long.
- Design program format with alternating presentation, then shorter sessions; or schedule keynote speaker at lunch.
- More specific breakout sessions/workshops needed to address institutional-type concerns (i.e. privates, community colleges, etc.) & to cover position relevant concerns (i.e. academic advisors, faculty, administrators, etc.).
- Discuss *current* trends and issues in articulation.

- Invite DESE participants.
- Keynote speaker's presentation bared little relevance to Missouri's specific transfer/articulation issues.
- Hillary Fuhrman's address thoroughly educated participants on CAI's inception, purpose, method, and timeline.

**Exploring the benefits, concerns, & questions of CAI during smaller group discussion is the #1 highlight participants cited as most helpful.*

AGENDA ITEM SUMMARY

AGENDA ITEM

Coordinated Plan Background and Rationale Document
Coordinating Board for Higher Education
April 10, 2008

DESCRIPTION

The Coordinated Plan for higher education in Missouri, *Imperatives for Change: Building a Higher Education System for the 21st Century*, is a document targeted toward the lay public to clearly and concisely communicate a vision, set of values, three major strategic issues, and related action steps. A companion document to *Imperatives for Change* was developed to provide additional background and rationale for the Plan. The intent of this agenda item is to provide an update on the background document.

Background

The *Background and Rationale on Imperatives for Change* was discussed at the February 2008 CBHE meeting. MDHE staff solicited comments from institutions and other stakeholders on any recommendations for changes to this document. Only minor editorial changes were received. The document is included as an attachment for information purposes.

Conclusion

MDHE staff will continue to solicit feedback from sectors and higher education constituents regarding the *Background and Rationale on Imperatives for Change*. This dynamic document will be refined based as necessary to adequately support and explain the action strategies identified and pursued in *Imperatives for Change*.

STATUTORY REFERENCE

Section 173.020 (4), RSMo. Responsibilities of the coordinating board to identify higher education need in the state and design a coordinated plan for higher education.

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT

Background and Rationale on Imperatives for Change

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Changes from the February 7, 2008 draft are **bold, underlined, and highlighted.**

***Background and Rationale Document for the
Coordinated Plan for Missouri Higher Education***

***Imperatives for Change:
Building a Higher Education System for the 21st Century***

**A Coordinated Plan
for Missouri Higher Education**

February, 2008

Mission Statement for Missouri Higher Education System:

The Coordinating Board for Higher Education, the Missouri Department of Higher Education, and the state's institutions of higher education will work collaboratively to support a diverse system of affordable, accessible, high-quality educational institutions that demonstrate student learning and development, encourage and support innovation, foster civic engagement, enhance the cultural life of Missourians, and contribute to economic growth.

Coordinating Board for Higher Education
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Imperatives for Change: Building a Higher Education System for the 21st Century

Introduction

The rapidly changing social and economic environment presents profound challenges to all states and nations. More than ever, in the knowledge-based economy of the 21st century, higher education is the gateway to an improved standard of living for Missouri's citizens. The imperative for change is clear: those educational systems that adapt to the new environment will be positioned to lead their states to succeed in a globally competitive world.

The collective challenge to the higher education system is to understand the key components of the environment and to devise effective strategies that will capitalize on strengths while addressing weaknesses in challenging financial times. Providing the vision, the stable and sufficient resources, and the collective action to support a higher education system that ensures the future prosperity of Missouri citizens, the state of Missouri, and the nation is necessary to address the most important challenges of the day.

This coordinated plan provides a vision that has been developed collaboratively by Missouri's higher education institutions and the Coordinating Board for Higher Education. This plan will serve for the next three (3) to five (5) years as a foundation for prioritizing goals, justifying an increased resource base, allocating resources, and implementing dynamic strategies to provide Missouri citizens with the educational opportunities they need to be competitive on a global scale.

Vision Statement

Missouri's higher education will be an innovative and coordinated system of diverse postsecondary institutions that benefits Missouri and the Nation by equipping all Missouri citizens for personal and professional success in the 21st century and that is moving towards becoming one of the best in the nation.

Basic Values

Missouri's higher education community is united in its commitment to the following core values.

- ❖ Higher education in Missouri serves many purposes and clientele, but first and foremost the system is focused on students, learning, and each individual's realization of their full educational potential.
- ❖ The system of higher education must be accessible to all so students may attend the institution best suited to their goals and needs.
- ❖ Access without success is an empty promise, so Missouri's higher education institutions are dedicated to providing nationally and internationally competitive educational programs, research, and extension services to ensure its students have the knowledge and skills necessary for success in the 21st century, including the ability to think critically, communicate effectively, and to be life-long learners.
- ❖ Diversity of institutional missions is a strength of the system that must be preserved.
- ❖ Higher education is a public good as well as a private benefit, and Missouri's institutions are dedicated to fostering economic development for the state and encouraging civic engagement by its citizens.
- ❖ Basic and applied research, the creation of knowledge, and the application of information to solve problems are basic functions of the higher education system that must be recognized and supported.
- ❖ The higher education community is dedicated to using decision-making processes based on reliable and transparent data.

- ❖ The higher education community values the appropriate use of technology to enhance programs, services, research, and administration.
- ❖ Public accountability for learning outcomes and stewardship of public funds are priorities for Missouri's higher education institutions.
- ❖ Ensuring the continued affordability and effectiveness of Missouri's higher education system requires a partnership among the institutions, the state, and other stakeholders.

Looking to the Future: Opportunities and Challenges

By turning our challenges into opportunities, we will be able to realize our ambitious vision for the future. The following is a partial list of these environmental challenges as well as a sampling of the strengths and weaknesses of our system as we move forward.

- ❖ Missouri has a very diverse system of two-year and four-year public, independent, and proprietary institutions – a number of which are nationally recognized for excellence overall or in specialized fields – that have the capacity to serve the state's diverse citizenry very well. This diversity is a strength that should be preserved, but at the same time it places a premium on coordination and collaboration between institutions and sectors.
- ❖ Missouri's public two-year and four-year institutions have a long tradition of public accountability for performance that dates back to the 1980's and the administration of Governor John Ashcroft. Missouri's higher education institutions understand and continue to support the need for the good stewardship of public resources and transparency.
- ❖ Missouri has several strong research universities in both the public and private sectors that have significantly increased external research support in the last 10 years to over \$663 million and that have the potential for further growth. The state and the institutions must, however, build on this strong foundation through further public and private investment to achieve their full potential.
- ❖ State financial support for higher education has lagged national trends, and the public institutions are not expected to attain FY 2002 funding levels until FY 2010. As one consequence, tuition levels exceed national averages, and the institutions still struggle to offer competitive educational experiences. Recent legislation limiting tuition increases will slow tuition growth, but will likely constrain institutional efforts to offer nationally competitive programming. While institutions have responded to these challenges with increased instructional efficiencies, internal reallocations, innovative management initiatives, creative uses of technology, and expanded private fund-raising efforts, realization of our vision for the future will require the development of a new compact and a renewed partnership among the institutions, the state, and the public.
- ❖ The state of Missouri has tripled its investment in need-based financial aid in the past year and is poised to increase that investment to provide increased financial access. In addition, Missouri's public and independent institutions provide significant amounts of merit- and need-based financial aid. Notwithstanding these efforts, financial access remains an issue in a state where tuition is above average, state and local support is below average, and personal family incomes are below average.
- ❖ Missouri's higher education system does a good job of serving the students who enter our institutions as evidenced by a completion rate that is above the national average. However, this achievement is tempered by an overall participation rate that is below average and a large number of students who require remedial work to be successful at the collegiate level. In addition, educational attainment

levels among the adult population in the 25+ age range are below the national average in a majority of counties and result in an undereducated workforce for a 21st century economy.

- ❖ The state's ability to develop a 21st century economy is limited by shortages in degree productivity in science, mathematics, engineering and technology, allied health professions, and various teacher education specialties. These shortages are the result of multiple factors, including limits on institutional capacity, lack of student interest, and lack of job opportunities in the existing economy.
- ❖ Missouri's demographics over the next 10 years will complicate the higher education system's ability to move the state forward. The population as a whole will age and the number of traditional college age students will decline; within the traditional college-going age group, the proportion of underrepresented and minority students will increase. These trends have the potential to exacerbate some of the aforementioned limitations, and will require extra effort and creative approaches.

Given these environmental constraints – and competitive advantages – Missouri's higher education institutions and the Coordinating Board for Higher Education have collaboratively developed the following strategic planning initiatives and goals. We see this plan as guiding our efforts and priorities for the next 3 to 5 years as we try to position Missouri's institutions to provide our citizens with the educational opportunities they will need to be competitive on a global scale.

Strategic Issues and Action Steps

Strategic Issue #1:

Increase Educational Attainment

OVERARCHING GOAL: Missouri's higher education system will improve educational attainment, including certificate and degree production at all levels, to enhance the quality of Missouri's workforce and the quality of life of its citizens.

Strategy #1.1: Increase Certificate and Degree Production at All Levels

Current Conditions:

To compete in the international marketplace Missouri must create a truly educated citizenry – citizens who possess the skills and knowledge necessary to provide a world-class workforce. This will require citizens who can think critically, who can solve complex problems in the workplace and in their communities, and who will continue to learn throughout their lives. Citizens such as these will enrich the quality of life for all Missourians.

Challenges related to increasing postsecondary educational attainment include:

1. Demographic trends project a decrease in the traditional undergraduate population of high school graduates;
2. Many counties and regions in Missouri have very low educational attainment with high levels of high school dropouts and low college-going rates;
3. Adults have limited access to higher education in some geographical areas and in certain specialties and graduate programs;
4. Higher education, state and federal governments, and business and industry have not developed sufficient integrated systems in order to maintain a world-class workforce; and
5. Graduation and retention rates for minorities and underserved populations lag the less than satisfactory rates of majority students.

To address these challenges Missouri will have to:

- Increase the number of students completing appropriate skills training and certificate programs as well as associates, bachelor's, and graduate degrees;
- Increase the number of minority students entering college and successfully completing certificate programs and undergraduate and graduate degrees;
- Increase the number of working adults participating in higher education; and
- Increase the overall access and availability of full undergraduate and graduate programs

These action steps will be taken and assessed:

- ✓ Raise the aspirations of those who do not see postsecondary education within their reach;
- ✓ Increase postsecondary access for, and success of, historically under-represented groups;
- ✓ Develop incentives and rewards for institutions that increase degree production and retention rates while demonstrably sustaining quality within programs;
- ✓ Expand opportunities for non-traditional learners through course redesign, alternative methods of program delivery, and better coordination of distance education; and
- ✓ Create incentives and standards for seamless transitions among educational institutions.

Strategy #1.2: Improve Financial Access**Current Conditions:**

Historically, Missouri's funding strategy for higher education was what policy analysts describe as the "Low Tuition, Low State Aid" model. Although minimal financial aid was available, access was facilitated by relatively low tuition. However, in the 1980s as competition for the state's resources increased and as the state's constitutional revenue limits were implemented, the Coordinating Board and the state adopted an explicit policy of cost sharing that had the effect of increasing tuition over time. However, the state did not undertake a commensurate increase in state needed-based financial aid.

Although institutions maintained significant financial aid programs at the local level and the federal government continued its focus on need-based financial assistance, over time the state gradually evolved into a funding model best described as "High Tuition, Low State Aid". This public policy approach particularly impacted middle income students who did not qualify for either significant federal aid or institutional aid. Significant progress in addressing this situation has been made with the establishment of the Access Missouri financial aid program, but more work needs to be accomplished.

Challenges related to financial access include:

1. Comparatively high tuition and fees;
2. Comparatively high percentage of family income required to meet costs;
3. Misunderstandings related to the cost of education; and
4. Inadequate availability/access of need-based scholarships.

To address these challenges Missouri will have to:

- Maintain more adequate state support in order to minimize tuition and fee increases;
- Promote improved understanding about college costs and financial aid opportunities; and
- Increase the availability of need-based scholarships.

These action steps will be taken and assessed:

- ✓ Implement the Higher Education Student Funding Act;
- ✓ Support the growth of the Access Missouri Student Financial Assistance Program;
- ✓ Carry out a sustained statewide public information campaign on the value of higher education and the steps prospective students must take to prepare academically and financially; and

- ✓ Increase state funding and external funding sufficient to enable institutions to minimize tuition increases and maintain quality undergraduate and graduate programs and services.

Strategy #1.3: Improve Academic Access

Current Conditions:

Overall educational attainment rates in Missouri must be improved if the citizens of the state are to enjoy the benefits of an information-based, 21st century economy. In recent decades Missouri competed successfully for low skill manufacturing and production jobs through a lower cost of labor and a strong work ethic. With the increased integration of the world economy, these advantages are no longer sufficient. Too many Missouri youngsters are dropping out of high school and too many graduates lack proficiency in basic educational skills. Sadly, the attainment gap for minority and first-generation students is wider than it is for majority students. More students must finish high school successfully – prepared for postsecondary education opportunities they will need to be competitive in the economy.

Challenges related to academic success include:

1. High secondary school drop out rates, including wide variations among school districts;
2. High percentages of high school graduates requiring remedial coursework when entering higher education;
3. Large numbers of poorly educated adults needing job skill development; and
4. Critical shortages of teachers in high-need areas which leads to too many teachers teaching outside of their area of certification

To address these challenges Missouri will have to:

- Support and expand early intervention programs at the Middle School and High School levels that encourage students and parents to see postsecondary education as a realistic option;
- **Have the** Department of Elementary and Secondary Education align high school exit competencies to higher education entrance standards;
- Set clear expectations for required competencies for all students regardless of age or background and provide opportunities for students to identify and remedy their weaknesses as early as possible;
- Encourage higher education institutions to maintain diverse institutional missions to better and more efficiently serve wide ranges of student abilities and interests;
- Increase the recruitment of adult students who need additional education; and
- Increase the number of teachers available in high need areas.

These action steps will be taken and assessed:

- ✓ Implement appropriate early intervention strategies at the school district level;
- ✓ Implement the Curriculum Alignment Project;
- ✓ Support the activities of the P-20 Coalition;
- ✓ Support incentives for the recruitment of new teachers in high need areas; and
- ✓ Establish specialized programs to attract experienced teachers to shortage areas or qualify them to teach in shortage fields.

Strategy #1.4: Improve Geographic Access

Current Conditions:

In terms of geographic access, more than 80 percent of Missouri's population has relatively convenient access to a two-year or four-year institution and great improvements have been made in the last 10 years

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using extended learning sites, community college service areas, and telecommunication community resource centers (TCRC's). However, there remain pockets of place-bound citizens in rural areas of the state who can only be served using innovative programs and instructional technologies such as web-based instruction. Access to these modalities is complicated by lack of high-speed internet services in many rural areas and lack of technological "savvy" by some non-traditional students.

Challenges related to improved geographic success include:

1. High numbers of place bound and undereducated students, particularly adults;
2. Pockets of resistance within higher education to non-traditional educational delivery methods and difficulty of adapting certain instructional modes and models to virtual environments;
3. Technology barriers limiting student access, availability of computer equipment, and range of students abilities to navigate in a technological world; and
4. Few incentives to stimulate faculty experimentation with new delivery methods or to foster increased collaboration between postsecondary institutions.

To address these challenges Missouri will have to:

- Offer more options for place-bound students;
- Develop incentives to stimulate appropriate use of distance learning;
- Ensure all educational sectors use established "best practices" in the delivery of non-traditional programming and conduct appropriate assessments to verify mission-appropriate learning outcomes; and
- Foster a culture of increased collaboration between postsecondary institutions

These action steps will be taken and assessed:

- ✓ Provide incentives for attracting adult students, particularly in underserved regions;
- ✓ Provide incentives for the delivery of degrees (especially graduate degrees) in underserved geographic areas;
- ✓ Provide institutional support for the additional costs associated with non-traditional course delivery methods; and
- ✓ Review and, if necessary, strengthen CBHE oversight to assure the effectiveness of non-traditional programming.

Strategic Issue #2

Develop a 21st Century Society and Global Economy

OVERARCHING GOAL: Missouri's higher education system will contribute to a dynamic, information-based, globally competitive society and economy by collaborating with government and business to create a well-prepared, world-class workforce; by advancing human knowledge; and by enriching the state's culture.

Strategy #2.1: Improve the Responsiveness of Higher Education to Evolving Workforce Needs

Current Conditions:

The rapid evolution of workforce skills in the marketplace creates a serious challenge for everyone involved – business, employees, and educational institutions. It is commonly estimated that the half-life of a professional engineer's knowledge is five years. In this environment it is difficult for any employee to stay current whether she is a skilled technician or a highly trained professional. Furthermore, many employment specialists note that some of the highest demand jobs today, *e.g.*, web designers, did not exist a decade ago. The same dynamic is certain to continue into the future.

In these circumstances it is very difficult for educational institutions to anticipate market needs and demands or even to recruit appropriate instructors. Furthermore, the cost of developing and maintaining appropriately equipped facilities is extremely difficult. These challenges are compounded when the delivery site is in rural areas even though the need is often greatest there. In order to better meet the needs of employers and employees in the future, educational institutions must develop partnerships with both business and industry and labor organizations to ensure access to the timely and relevant information, resources, and the effectiveness of the training provided.

Challenges related to improving the responsiveness of higher education to evolving workforce needs include:

1. Rapidly changing workplace environment;
2. Rapid obsolescence of workplace skills and the equally rapid development of new skill requirements;
3. Lack of timely information regarding employer and worker needs;
4. Shortages of resources for training equipment and experienced instructors; and
5. Need for stronger partnerships with business, industry, and labor organizations.

To address these challenges Missouri will have to:

- Increase cooperation between higher education institutions, business and industry, and labor organizations;
- Devise improved methods for financing and delivering cooperative educational experiences in the workplace, particularly in rural areas of the state where the need is great; and
- Develop stronger advisory relationships between higher education institutions and the consumers of their industrial training services.
- **Ensure institutions can compete successfully for qualified instructors and provide appropriately equipped facilities.**

These action steps will be taken and assessed:

- ✓ Develop corporate links to access training and learning opportunities;
- ✓ Expand customized education and training opportunities where the business community and higher education institutions work together;
- ✓ Offer more access for place-bound or time-bound learners; and
- ✓ Establish employer-based feedback mechanisms to evaluate the quality and preparedness of the graduates of postsecondary programs.

Strategy #2.2: Enhance METS and Health-related Fields

Current Conditions:

Missouri, like almost all regions of the country, does not educate adequate numbers of students in mathematics, science and technology, or engineering to compete in the new world economy. The United States produces only a fraction of the total number of engineers, scientists, and technicians that are being educated in India and China and other countries today. It often competes poorly against other countries when comparing educational attainment in math, science, and technology fields.

Missouri's public institutions educate over 4,000 nurses, physicians, dentists, pharmacists and an array of other health care providers to attend to the health of its citizens. Yet, there are critical shortages estimated as high as 20% in many of these fields. The state should invest in health care professional education to increase the number of practitioners to address the emerging health needs in the state.

There is also a significant need for highly skilled technicians in high-demand fields. These highly skilled technicians are needed in manufacturing, construction, civil, electrical engineering, and transportation industries. Educational institutions are relied upon to produce technicians that will help meet the workforce demands of Missouri's global economy. **A way must be found to pay the high cost of educating technicians of the caliber needed.**

Challenges related to enhancing METS and health-related fields include:

1. Low numbers of teachers in mathematics, science, and technology;
2. Few middle school/high school students preparing themselves for METS fields;
3. Stagnant college enrollment and graduation numbers in mathematics, science, and technology;
4. Demographic trends indicating acute and chronic shortages of health care professionals in the near future accompanied by shortages of workers in many health related fields; and
5. Limited institutional capacity to increase enrollments in health-related and technical fields

To address these challenges Missouri will have to:

- Increase the number of secondary teachers prepared for licensure in mathematics and science and upgrade those currently working in the field;
- Increase the percentage of students enrolled in science, technology, engineering, or mathematics courses including those in non-science and non-technical fields;
- Increase the number of degree holders in mathematics, engineering, science and technology areas fields at all degree levels;
- Increase the number of graduates in health-related fields at all degree levels; and
- Increase the number of graduates in technology fields at all degree levels.

These action steps will be taken and assessed:

- ✓ Work with elementary and secondary schools to increase student interest in mathematics and science while improving overall educational preparation in mathematics and science;
- ✓ Invest in increased institutional capacity in health-related and technology programs;
- ✓ Increase the number of postsecondary students completing courses in METS-related fields; and
- ✓ Offer funding incentives to institutions for increasing graduates in METS and health-related fields while demonstrating sustained quality programs.

Strategy #2.3: Improve access to strengthened graduate and professional programs as well as continuing professional development opportunities

Current Conditions:

While postsecondary education beyond high school is virtually essential for anyone to obtain a well-paying job, advanced graduate and professional school education will play an increasingly major role in the 21st century society and economy. This emerging, complex society and rapidly evolving economy will place a premium on higher order intellectual skills and training that enable a person to synthesize known facts into new information; to analyze and understand unique, emergent situations and develop appropriate responses; and to navigate rapidly evolving social structures that reach literally around the globe. Furthermore, graduate education is inextricably linked to the basic and applied research that will provide the fuel for this knowledge intensive world.

Higher education institutions will be deeply challenged by this demanding environment to continue to provide high-quality experiences for their students. The knowledge expectations for practitioners in many fields will increase. The demand for teaching talent and researchers will be intense. As Missouri succeeds in its effort to educate more students at the undergraduate level, more students will seek

advanced training at the graduate level. Our institutions will also need to find ways to facilitate the successful participation of historically underserved minorities in graduate and professional education. Finally, this expanding cohort of graduate and professionally trained students will need access to continuing professional development to remain current in their fields in this very dynamic environment.

Challenges related to improving access to strengthened graduate and professional programs include:

1. Ensuring our graduate and professional schools can compete successfully for talented instructors and provide students with appropriately equipped facilities;
2. Providing students with nationally competitive learning opportunities that will equip them to serve their future clientele effectively;
3. Successfully recruiting historically underserved populations into these advanced experiences; and
4. Extending access to both programs and continuing education opportunities to underserved areas of the state.

To address these challenges Missouri will have to:

- Continue to support graduate and professional education as a priority essential for the continued development of the state;
- Develop early training experiences and research opportunities at the undergraduate level to expand the pool of historically underserved populations interested in graduate and professional education;
- Develop cooperative arrangements among educational providers to expand opportunities to programs and professional development opportunities while controlling costs.

These action steps will be taken and assessed:

- ✓ Foster increased access to graduate and professional programs for historically underserved populations;
- ✓ Provide incentives to expand access to graduate and professional programs in underserved areas using cooperative arrangements, resource sharing, and technology whenever possible; and
- ✓ Expand access to high-quality continuing professional development opportunities in underserved areas using cooperative arrangements, resource sharing, and technology whenever possible.

Strategy #2.4: Enhance Basic and Applied Research and Development

Current Conditions:

To be competitive in a global marketplace today requires specialized knowledge and the creation of new knowledge to foster new discoveries to solve society's needs and foster economic development. Colleges and universities are constantly challenged in order to provide the equipment, facilities, and the intellectual capital necessary to make breakthrough discoveries and create new knowledge. This knowledge can produce intellectual property, new products, and enhanced technologies that transfer to business and industry that improve the quality of life for our state's citizens.

The benefits of these knowledge gains from basic research are not always readily apparent and can be criticized. If this intellectual property is left to find its' own market niche without direct intervention, the probability that new knowledge derived from research will offer advancements in the market is remote at best.

Challenges related to enhancing basic and applied research and development include:

1. Lack of tradition or culture of state support for research and commercialization of intellectual property;

2. Lack of consensus to support selected types of research;
3. Despite recent dramatic improvements, there are significant limits to the state's ability to attract federal research support;
4. Lack of coordination between state government, federal government, higher education, and business and industry regarding research activities;
5. Common misperceptions regarding the impact of basic and applied research on economic development;
6. Current infrastructure deficiencies that facilitate the ability of businesses to take advantages of discoveries in the physical, biological and social science laboratories or in the arts and humanities fields and translate them into start-up or existing businesses; and
7. A need for more applied and translational research.

To address these challenges Missouri will have to:

- Increase federal, state, and private funding of research and development to Missouri universities and colleges;
- Increase collaboration among institutions in research and commercialization activities;
- Increase funding for commercialization infrastructure;
- Strive to educate the public regarding sensitive and controversial areas of research; and
- Increase funding for applied and basic research.

These action steps will be taken and assessed:

- ✓ Develop public relations efforts to inform the public about the benefits of research activities;
- ✓ Establish competitive grant programs to expand research capacity in higher education institutions;
- ✓ Establish competitive grant programs for collaborative research projects;
- ✓ Improve cooperation between the Department of Economic Development and higher education institutions;
- ✓ Establish and utilize a state-supported data inventory for identifying expertise and opportunities that result from research and development activities on campuses;
- ✓ Provide extension programs and innovation centers with technical guidance to encourage the development of new companies, economy clusters, and partnerships;
- ✓ Provide incentives to institutions that transfer new technologies to the marketplace.

Strategy #2.5: Enhance Intellectual Development and Foster Civic Engagement in All Students.

Current Conditions:

As this plan acknowledges at the beginning of the "Basic Values" section, Missouri's higher education system serves numerous purposes and constituencies, but students and student learning are at the core of our purposes. Furthermore, as essential institutions in a free and democratic society, our institutions play a key role in equipping our students to become engaged citizens who are comfortable in an increasingly diverse world and who are capable of assuming leadership roles in our society.

Essential to achieving these lofty goals is the collective ability of our institutions to provide our students with the educational opportunities necessary for them to develop their critical thinking skills, to learn to solve problems creatively, and to communicate effectively. Research shows that student learning is the most robust when students have the opportunity to apply their learning in situations outside the classroom – whether that is in a laboratory or a business or in a nonprofit community organization. Furthermore, a world-class education requires that our students have access to intercultural experiences so they are comfortable with peoples and cultures different from their own.

Challenges related to enhancing intellectual development and fostering civic engagement include:

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1. Providing effective instruction that facilitates the development of critical thinking, creative problem solving, and effective communication is resource intensive in terms of faculty time and effort;
2. Leadership training and service learning experiences can be difficult to incorporate into the curriculum;
3. Providing access to “high-impact” experiences for non-traditional students and working adults is a special challenge and can involve extra cost for both the student and the institution; and
4. Providing intercultural experiences for time- and place-bound students requires creativity.

To address these challenges Missouri will have to:

- Place a high priority on intensive, high-value undergraduate experiences;
- Extend the traditional concept of public service in higher education to include students and structured educational experiences that prepare students for future leadership experiences; and
- Creatively use technology and alternative delivery methods to create affordable intercultural experiences.

These action steps will be taken and assessed:

- ✓ Encourage and reward institutions to emphasize and assess student gains in critical thinking, creative problem solving, and effective communication in all academic programs;
- ✓ Provide incentives to institutions to provide their students increased access to “high-impact” learning opportunities like internships, study abroad, student-faculty research, and service learning that foster increased intellectual growth and social engagement;
- ✓ Use technology and alternative delivery mechanisms to increase opportunities for lifelong learning by all Missouri citizens;
- ✓ Foster increased cultural literacy, international understanding, and appreciation for diversity in all students through appropriate learning opportunities; and
- ✓ Establish learning communities within institutions that encourage the development of engaged citizens among students, faculty, staff, and the surrounding community.

Strategic Issue #3:

Enhance Resources through Increased Investment, Stewardship, and Responsibility

OVERARCHING GOAL: Missouri’s public institutions of higher education will increase external financial support for higher education by clearly demonstrating its value to key stakeholders and public policy-makers while providing a globally competitive workforce, creating valuable new knowledge and products, and enriching the quality of life of all Missourians.

Strategy #3.1: Improve the efficiency, effectiveness, and accountability of Missouri’s higher education system.

Current Conditions:

As a state Missouri is not wealthy – but neither is it poor. Most measures of relative wealth place Missouri at or slightly below state averages nationally. Missouri is challenged, however, by widespread differences in the relative wealth of its citizens and different regions of the state. While the state as a whole is “on average” comparable to the national mean in terms of wealth, many Missourians are on a limited income and the age structure of our population has a relatively large proportion of senior citizens. Combining these factors with a conservative political culture that features a healthy skepticism about the role of government and governmental agencies has resulted in relatively low levels of public funding for

higher education. Furthermore, given these limitations, Missouri's future capacity to fund public services such as higher education will be limited without reform of the state's tax system.

The state's long term practice of limited funding for most public services – including higher education – has meant that our institutions have had to be as efficient as possible. At the same time, the higher education system is very effective relative to its funding – for example, producing graduates at a rate higher than the national average. Missouri is also noted for its success in establishing inter-institutional cooperative arrangements like MOREnet and MOBIUS that provide effective services at a reduced cost.

Missouri's higher education institutions have historically been national leaders in the public accountability movement, developing and adopting their first accountability systems in the 1980's at the request of then-Governor John Ashcroft. The Coordinating Board and the public institutions also embraced a variety of performance measures as part of the "Critical Choices" report of the early 1990's that were publicly reported beginning then and continue to be so today. Missouri was also a national leader in the development of performance funding measures that were active until the economic crisis that occurred in 2001-2002.

Notwithstanding a long and successful record of working toward greater efficiency, effectiveness, and accountability, Missouri's institutions continue to receive calls to improve their performance on these issues. Consequently, more work remains to be accomplished.

Challenges related to improving efficiency, effectiveness, and accountability include:

1. The popular definition of "accountability" seems to have evolved from performance related issues to an almost exclusive emphasis on fiscal measures;
2. Institutional efficiency and effectiveness can be enhanced if institutions can maintain distinctive missions that focus their energies particular programmatic strengths and clientele;
3. In the past successful collaborations such as MOREnet and MOBIUS have resulted in reduced support to institutions rather than rewards; and
4. Missouri's tax capacity continues to erode due to declining public support for public services; absent tax reform, the state's ability to significantly increase funds will be limited.

To address these challenges Missouri will have to:

- Better explain the essential linkage between long-term performance and adequate funding;
- Make expanded use of technology and resource sharing arrangements to achieve additional efficiencies;
- Continue to maintain distinctive institutional missions and encourage public policies that support this outcome; and
- Make a concerted effort to persuade the public that funding higher education is an investment in the future rather than an expense.

These action steps will be taken and assessed:

- ✓ Use appropriate technology to improve the delivery of instruction, the sharing of knowledge, and the accomplishment of managerial tasks;
- ✓ Incorporate considerations of institutional efficiency in the implementation of the Higher Education Student Funding Act;
- ✓ Provide incentives to and recognize institutions for maintaining distinctive missions;
- ✓ Provide consistent, comparable, and transparent information on the student experience to key higher education stakeholders, including prospective students and their families, public policy makers, and campus faculty and staff;

- ✓ Provide consistent, illustrative, and transparent information on research activities and accomplishments to key higher education stakeholders, public policy makers, and the general public;
- ✓ Pursue continuous improvement and demonstrate accountability for student learning and development; and
- ✓ Facilitate inter-institutional partnerships that increase revenues and decrease expenses.

Strategy #3.2: Garner sufficient resources for Missouri's higher education system to maintain its physical assets and compete for the best available human resources.

Current Conditions:

If current legislative intent is realized, Missouri's public universities will receive core funding in FY 2010 that will equal the previous high appropriation level attained in FY 2002 – without an allowance for inflation. As a consequence of this funding limitation, student fees have increased significantly as institutions have reallocated resources, deferred maintenance, and expanded efforts to raise funds from private sources. The consequence of these actions has been a significant reduction in the proportion of state resources available to support our institutions. While increased private support and more aggressive grant seeking activities can help provide a margin of excellence for selected activities, it is difficult to envision such initiatives replacing core state support. As a consequence, Missouri and its higher education institutions need to converge around a renewed covenant of mutual support and purpose if the state is to be competitive as the 21st century unfolds.

Challenges related to garnering sufficient resources include:

1. State investment in higher education that ranks Missouri in the bottom quartile nationally;
2. Appropriations to higher education that for the past six years have been below the funding levels of 2001-2002;
3. Missouri lacks a mutually acceptable funding policy supported by all major stakeholders;
4. Limitations on tuition increases could reduce institutional quality in unstable economic times; and
5. Levels of external grants and private support for higher education that should be improved.

To address these challenges Missouri will have to:

- Provide greater public funding to higher education;
- Increase institutional support from private sources;
- Maximize available resources by realizing greater efficiencies in operations, consistent with best practices in the delivery of high quality education; and
- Facilitate more public/private partnerships and collaboration.

These action steps will be taken and assessed:

- ✓ Develop new coherent, complementary and coordinated policy-driven funding strategies for increased public support that will help ensure national competitiveness;
- ✓ Measure progress in achieving strategic initiatives;
- ✓ Maximize non-state resource development through increased external grants, additional contracts for services, expanded development activities, and additional entrepreneurial activities; and
- ✓ Reward institutions for innovations in efficiency and demonstrated improvement in delivering quality educational programs and services.

Strategy #3.3: Foster Increased Targeted State Investment in Missouri's Higher Education System to Create National Centers of Excellence

Current Conditions:

Numerous states across the nation are making substantial targeted investments in their higher education systems to support targeted investments in potentially high growth areas of research and development. The most prominent example is the decision by California to devote \$3.0 billion for ten years to stem cell research. While Missouri cannot hope to match such an effort, the state should give serious consideration to identifying targeted investment areas and devoting designated resources to establish nationally competitive centers of excellence with the prospect of a high rate of return on investment.

Challenges related to fostering increased targeted state investments include:

1. Identifying viable options in areas where Missouri institutions can realistically compete;
2. Devoting sufficient investment funds to achieve national excellence; and
3. Developing the institutional and state economic development infrastructure capacity to realistically commercialize the outcomes of the targeted research investment.

To address these challenges Missouri will have to:

- Overcome opposition to a major, high-risk investment opportunity with the promise of significant commercialization options;
- Identify suitable private sector partners to help assure success; and
- Identify a continuing, reliable funding source.

These action steps will be taken and assessed:

- ✓ Identify key investment opportunities consistent with this plan and state needs that have a high potential rate of return on investment;
- ✓ Provide incentive funding to institutions to attain specific outcomes related to these targeted investments that are nationally competitive;
- ✓ Establish cooperative alliances with appropriate business and industries to help assure success; and
- ✓ Develop the infrastructure necessary to commercialize the outputs of the projects.

AGENDA ITEM SUMMARY

AGENDA ITEM

Proprietary School Certification Actions and Reviews
Coordinating Board for Higher Education
April 10, 2008

DESCRIPTION

All program actions that have occurred since the February 7, 2008, Coordinating Board meeting are reported in this consent item. In addition, the report includes information concerning anticipated actions on applications to establish new postsecondary education institutions and exemptions from the department's certification requirements.

STATUTORY REFERENCE

Sections 173.600 through 173.618, RSMo, Regulation of Proprietary Schools

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT

Proprietary School Certification Program Actions and Reviews

Coordinating Board for Higher Education

Proprietary School Certification Program Actions and Reviews ***Certificates of Approval Issued (Authorization for Instructional Delivery)***

None

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

None

Applications Pending Approval (Authorization for Instructional Delivery)

Chamberlain College of Nursing
St. Louis, Missouri

Formerly known as Deaconess College of Nursing, this institution was previously exempt from the law governing proprietary schools. The institution, which is accredited by the Higher Learning Commission, was purchased by DeVry Inc., and changed its name in 2006 to reflect its “expanding vision for the future.” The for-profit school is seeking approval of its associate and baccalaureate programs in nursing, which include options for on-line or on-site instruction as well as bridge programs for licensed practical nurses (LPNs) and registered nurses (RNs).

ComputerTraining.com
St. Louis, Missouri

This for-profit institution is proposing to offer a six-month certificate program in Microsoft networking technology that includes a focus on career transition. The school’s objective is to help students “find rewarding careers in the Information Technology industry (IT) through successful, instructor-led education and personal job search consultation.” This school is not accredited.

ITT Technical Institute
Springfield, Missouri

This for-profit institution, operated under the corporate ownership of ITT Educational Services based in Carmel, Indiana, operates 90 campuses in 30 states with a total enrollment of approximately 48,000 students. This proposal establishes a new campus location of the school in the Springfield area. ITT currently operates campuses in Earth City, Arnold and Kansas City, Missouri. The Springfield campus will offer three programs initially; Associate of Applied Science degrees in Information Technology - Computer Network Systems and Computer and Electronics Engineering Technology

and a Bachelor of Science in Criminal Justice. This institution is accredited by the Accrediting Council for Independent Colleges and Schools.

Applications Pending Approval (Authorization Only to Recruit Students)

None

Exemptions Granted

John Robert Powers
St. Louis, Missouri

This unaccredited, for-profit school has been certified to operate for many years. The school is affiliated with a national system of schools that provide instruction in modeling, acting and related areas. Due to the changing demographics of its clientele, the school does not consider its programs to be postsecondary and requested exemption. Exemption was granted as “a school or person whose clientele are primarily students aged sixteen or under.”

Schools Closed

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Outreach and Marketing Activities
Coordinating Board for Higher Education
April 10, 2008

DESCRIPTION

Outreach is an important part of the MDHE's mission, and the department has stepped up its participation in college fairs and community activities this year. During the current academic year, the MDHE has participated in 41 consumer events that reached more than twelve thousand Missouri high school students, their parents, and other citizens. This item highlights some of the department's activities and outcomes.

Outreach Activities

- The MDHE participated in 8 college fairs, 3 high school counselor workshops, and 16 additional conferences and events this year to date.
- Department staff presented 14 programs/workshops on the topic "Planning and Paying for College."
- The MDHE participated in the College Goal Sunday (CGS) event on February 11, 2008 and hosted a site at the Jefferson City offices to help local families complete the Free Application for Federal Student Aid (FAFSA). The MDHE site was recognized in March as the best attended location of the 30 sites statewide.
- The MDHE has pledged support to the Hispanic Chamber of Commerce and other Hispanic citizens and has plans to focus additional outreach presentations for this audience.

Publications

- The department's new branding campaign has been highly successful, and publication orders for the newly redesigned and re-written printed pieces have soared.
- The number of publications ordered and shipped increased about 70 percent over FY 2007, and some individual publications have seen an increase in orders as high as 141 percent.
- The MDHE is actively promoting its publications to high schools and middle schools. As a result, high school counselors' orders have increased nearly 19 percent over FY 2007, and there are still more than three months left in the current fiscal year.
- The three most heavily ordered pieces by high school counselors for FY 2008 (July 1, 2007 through March 13, 2008) were:
 - *The Source* (FY 2008 - 8,851 copies; FY 2007 - 5,478)
 - *Choosing the Best School 4U* (FY 2008 - 7,388 copies; FY 2007 - 7,357)
 - *The Smart Approach* to student loans and consumer debt (FY 2008 - 3,120 copies; FY 2007 - 3,612)

Coordinating Board for Higher Education
April 10, 2008

High School Advisory Committee

- The MDHE solicited volunteers for a new high school counselor advisory committee. The mission of the committee is to advise the department's outreach activities and to generate a growing dialog between the secondary and higher education communities. The committee's first meeting is scheduled for May 14, 2008, and topics of discussion may include:
 - Overview of the MDHE's services for students, families, and schools
 - Ways the MDHE may better share information about preparing for college
 - Identifying critical un-met needs of college-bound students
 - Insights into teen viewpoints and popular culture trends to improve the relevancy of MDHE materials to younger audiences

Default Prevention

- The MDHE has offered Default Prevention Grants to Missouri postsecondary institutions since the year 2000. There are currently 29 participating institutions, and all institutions that submitted proposals to participate were accepted into the program.
- The department awarded \$4.2 million since the program's inception in Missouri, and participating schools have used the funds to develop and implement financial literacy programs, retention activities, debt management strategies, and default prevention activities for their FFELP and Direct Loan borrowers.

Meeting with Institutions

The MDHE has a meeting scheduled with MSSU to discuss services for financial aid officers, college students, and their families as well as the state of student loans in Missouri. Other institutions with an interest in meeting with MDHE staff to better understand our current services are encouraged to contact Ms. Julie Meyer, Director of Marketing and Customer Assistance, at (573) 751-2361 or via email at Julie.Meyer@dhe.mo.gov.

Conclusion

The MDHE is committed to ongoing improvements in its services and outreach activities. A revised branding campaign and a revitalized effort to seek out and to serve students and lenders has resulted in a dramatic increase in community-based activities and contact with customers. The MDHE will continue its outreach and marketing activities in pursuit of its goal to improve the accessibility and affordability of higher education.

STATUTORY REFERENCE

Section 173.105 through 173.187, RSMo, Missouri Student Loan Program

RECOMMENDED ACTION

Coordinating Board for Higher Education
April 10, 2008

Assigned to Consent Calendar

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

FFELP and Lender of Last Resort Update
Coordinating Board for Higher Education
April 10, 2008

DESCRIPTION

Title IV of the Higher Education Act of 1965 created the Federal Family Education Loan Program (FFELP) in order to encourage private lenders to provide low cost educational loans. The MDHE is the designated guaranty agency for FFELP in Missouri. With the student loan industry struggling to cope with numerous financial challenges in the face of a sluggish economy, students may find locating a FFELP lender difficult. The Lender of Last Resort (LLR) program is designed to ensure that access to FFELP loans is always available. The intent of this item is to update the board on the current status and activities in each of these programs.

Federal Family Education Loan Program

Secondary markets across the nation have had recent bond issuances and other fundraising attempts fail. Additionally, the College Cost Reduction and Access Act of 2007 dramatically slashed revenues and increased the cost of operations for FFELP lenders, secondary markets, and guarantors. When combined with recent disruptions experienced in credit markets throughout the United States, the result is that FFELP secondary markets and other “non-bank” lenders are experiencing difficulties in raising capital and obtaining credit. Some lenders and secondary markets have chosen to withdraw their participation from the student loan business.

While the media has lamented the “credit crunch” and the impact that college students might feel, the truth is that the Federal Family Education Loan Program remains stable. Although some lenders have withdrawn FFELP participation, there are still hundreds of participating lenders in Missouri. It should be noted that the MDHE does not profit from administering FFELP loans; funds earned by administering the program are reinvested into the state.

Lender of Last Resort Program

In the event that any Missouri student is unable to locate a FFELP lender for their loan needs, the MDHE offers a Lender of Last Resort (LLR) program to ensure that access to FFELP loans is always available. Missouri state statutes allow the MDHE to use the state’s designated secondary market, MOHELA, as the LLR if any access issues arise.

Coordinating Board for Higher Education
April 10, 2008

On March 26, 2008, the U.S. Department of Education (USDE) released guidance to guarantors regarding LLR regulations and responsibilities as outlined in 34 CFR 682.401(c) as well as section 428(j) of the Higher Education Act (see attached). The MDHE is in the process of surveying lenders and updating its LLR policies and procedures and must to submit a new plan to the USDE by April 26, 2008.

STATUTORY REFERENCE

Section 173.105 through 173.187, RSMo, Missouri Student Loan Program

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT

Lender of Last Resort Services in the Federal Family Education Loan Program



DCL ID: FP-08-03
GEN-08-03

March 26, 2008

Subject: Lender-of-Last-Resort Services in the Federal Family Education Loan Program.

Summary: This letter provides updated assistance for the implementation of a Lender-of-Last-Resort (LLR) program by a guaranty agency in the FFEL Program. Guaranty agencies are instructed to submit updated LLR rules and operating procedures to the Department for review and approval.

Dear Guaranty Agency Director:

During the last several weeks, the Department of Education (the Department) has been closely monitoring events in the financial markets, as well as announcements made by some participating Federal Family Education Loan (FFEL) lenders about their future participation in the FFEL Program. The Secretary is committed to timely access to FFEL loans for all eligible borrowers. The purpose of this letter is to ensure that all guaranty agencies are in compliance with section 428(j) of the Higher Education Act (HEA) and the implementing regulations at 34 CFR 682.401(c), and have in place approved, updated rules and operating procedures to provide FFEL LLR loans should they be needed. While the regulations specify that a guaranty agency's LLR program must serve all eligible students at any eligible school in the state in which the agency serves as the designated guarantor, such a program may be provided to students attending schools in states other than the one in which the agency serves as the designated guaranty agency.

Background

Section 428(j) of the HEA requires the guaranty agency, or a lender or lenders under an agreement with the guaranty agency, to serve as a lender of last resort for an eligible borrower who is otherwise unable to obtain a FFEL loan. A guaranty agency is required to consider any request from an eligible FFEL lender that wishes to serve in an LLR capacity.

The HEA specifies that a guaranty agency must establish rules and operating procedures for its LLR program. These rules and operating procedures must include –

- A description of the guaranty agency's LLR customer service provisions including the hours of operation during which a borrower can contact the guaranty agency to initiate an LLR loan;
- The timeline for issuing an LLR loan, which can be no longer than – and preferably would be much shorter than – 60 days after the borrower submits a completed application;

830 First St. N.E., Washington, DC 20202
www.FederalStudentAid.ed.gov
1-800-4-FED-AID

- A provision stating that any additional eligibility requirements, beyond the statutory and regulatory requirements, will not be imposed on a student seeking an LLR loan;
- A provision describing what criteria will be used in determining whether a student has been denied a loan from no more than two eligible lenders that are currently originating loans in the FFEL program prior to qualifying for an LLR loan. This description should detail the efforts that will be taken to encourage potential borrowers toward known FFEL program participants;
- A provision that loans made under an agency's LLR program may not be less than \$200 or exceed the borrower's financial need, as determined under Part F of Title IV of the HEA, and;
- A provision as to how the guaranty agency will provide information on the availability of its LLR loans to the schools located in the state or states in which the agency serves as designated guaranty agency.

Guaranty Agency Submission of Updated LLR Program Policies and Procedures

The Department has a responsibility to ensure guaranty agencies have up to date, compliant LLR plans to meet their statutory obligations in the unlikely event they are needed. As a result, we are requesting that each guaranty agency provide the Department an updated and complete statement of its policies and procedures governing its LLR program, within 30 days of the date of this letter.

The agency's LLR rules and operating procedures must, at a minimum, address the following:

1. *Demonstration of the need for LLR loans and identification of the entity or entities serving as lender of last resort*
 - Before a guaranty agency implements its LLR program, it must survey all FFEL lenders with which the agency has an agreement, as well as any other FFEL lender that has expressed an interest, to identify a lender or lenders that will provide conventional FFEL loans to some or all eligible borrowers in the agency's designated state.
 - Pursuant to Section 428(j), where the need to issue an LLR loan becomes necessary, either the guaranty agency or an eligible lender shall issue a loan. A guaranty agency that enters into an LLR agreement with one or more FFEL lenders must provide, as part of its LLR rules and operating procedures submission to the Department, a copy of a written statement from each lender explaining why the lender is unwilling to make conventional FFEL loans, in general or specific cases, but is willing to make LLR FFEL loans.

Any agreement between a guaranty agency and a lender for LLR loan purposes must clearly state the scope and time frame of the lender's LLR commitment. Additionally, it must require the lender to notify the guaranty agency of its intent to terminate the LLR agreement at least 60 days prior to the effective date of the termination, and to fully disburse any loan first disbursed prior to that effective date.

If a guaranty agency identifies one or more lenders to make LLR loans in its program, it must explain the standards it used to select the LLR lenders and outline the steps it will take to ensure that the lender is prepared to continue making LLR loans under the agency's program. As part of its review process, the guaranty agency must examine the lender's financial and administrative capability to serve as an LLR lender.

- If the guaranty agency plans to make LLR loans directly, it must specifically state this in its updated LLR rules and operating procedures. The agency must also explain how it will capitalize such lending and how it will meet the administrative requirements to originate the LLR loans that it makes, including a discussion regarding total volume capacity. In addition, the procedures must indicate how the agency plans to service the LLR loans it makes. These capabilities include the agency's internal capacity to originate and/or service LLR loans, or its plan to contract with another entity to perform origination and/or servicing functions in a timely and accurate manner and in full compliance with program rules.

2. LLR Scope of Coverage

A guaranty agency's updated LLR rules and operating procedures must identify the types of loans that will be made available to eligible borrowers either by the guaranty agency or by the LLR lender(s). The plan must explicitly state whether, in addition to Stafford Loans made to students eligible for interest subsidy, other unsubsidized Federal Stafford and Federal PLUS loans will be made under the guaranty agency's LLR program.

3. LLR Operating Procedures

As part of its updated LLR rules and operating procedures, a guaranty agency must provide, and keep the Department updated, with:

- The name, telephone number, and postal and e-mail addresses of the guaranty agency's LLR contact person;
- A contact name or unit, telephone number, and postal and e-mail addresses for school and borrower access to the agency's LLR services if different than the agency LLR contact person;

- The operating hours for LLR services and the medium for providing those services (i.e.; telephone, in-person, electronic, etc);
- Application and loan processing procedures for LLR loans provided directly by the guaranty agency or through a FFEL lender, including the expected time it will take to originate and disburse an LLR loan from the time a student makes a request for LLR services;
- The process and documentation the agency will use for an eligible borrower to demonstrate that he or she has been unable to secure a FFEL loan, which must not require the borrower to submit loan denials from more than two FFEL lenders;
- A detailed outreach plan showing how the guaranty agency will provide information on the availability of its LLR loans and the process by which eligible borrowers can access these loans in the designated state; and
- The plan for providing appropriate counseling to recipients of LLR loans.

Reporting of LLR Program Implementation

Prior to the issuance of LLR loans by either the guaranty agency or an LLR lender, the agency must inform the Department of the following:

- The anticipated LLR dollar volume by type of loan;
- The number of LLR loans expected to be made;
- The originating entity or entities that will be making LLR loans;
- The borrowers' institution of attendance;
- The reason, if known, for the use of LLR program.

Note this information is in addition to regular reporting by a guaranty agency to the Department, including its reporting of loans to the Department's National Student Loan Data System (NSLDS).

Submission Instructions

As noted above, within 30 days of the date of this letter, each guaranty agency must submit to the Department, a copy of its complete, updated policies and procedures governing the agency's LLR program accompanied by a transmittal letter signed by the CEO of the guaranty agency.

These materials should be sent to the Department either as a PDF attachment emailed to Rosemary.Beavers@ed.gov or mailed or delivered to the address below:

Rosemary Beavers
Federal Student Aid
830 First Street, NE, Room 11114
Washington, DC 20202 (if using USPS) or 20002 (if using a commercial carrier)

Within 30 days of receipt of the policies and procedures, the Department will notify each guaranty agency of approval or whether modifications are needed. The Department also intends to closely monitor guaranty agency implementation of these policies and procedures.

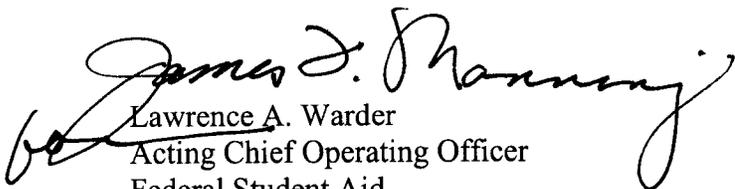
Federal Advances for Guaranty-Agency Originated LLR Loans

Within the context of the LLR program, questions have been raised regarding the Secretary's authority to advance capital funding. The Department is currently reviewing the specific criteria set forth in the statute and is examining the circumstances under which Federal advances could be provided to a guaranty agency. Should the need arise additional information and guidance will be issued by the Department. However, the use of any advance funding is separate from the statutory requirement that a guaranty agency have updated LLR rules and operating procedures in place. The Department's main focus at this time is to ensure program consistency.

We are, of course, committed to an open dialogue with the guaranty agency community on the issues related to the lender of last resort provisions. I wish to thank FFEL lenders, guaranty agencies, and schools for their efforts to ensure that eligible borrowers have access to Federal student loans to pursue their educational goals.

If you have any questions on the information provided in this letter, you may contact Jeff Baker of my staff at jeff.baker@ed.gov.

Sincerely,


Lawrence A. Warder
Acting Chief Operating Officer
Federal Student Aid

AGENDA ITEM SUMMARY

AGENDA ITEM

Distribution of Carl Perkins Vocational Funds
Coordinating Board for Higher Education
April 10, 2008

DESCRIPTION

Carl Perkins Vocational and Applied Technology Educational funds are federal block grants distributed to each state. The intent of this item is to provide the board with an update on conversations between Missouri's community colleges, the Department of Elementary and Secondary Education (DESE), and the Department of Higher Education (MDHE) concerning the State Board of Education's (SBE) adoption of a new plan for the distribution of these federal funds.

Background

Carl Perkins Vocational and Applied Technology Educational funds are awarded to each state for the development of academic, vocational, and technical programs. In Missouri, the federal government has designated DESE as the agency that administers the Perkins funds. Upon the promulgation of a distribution plan, the State of Missouri will receive \$26 million in new funds.

As per federal requirement, on March 3, 2008, DESE sent the MDHE a copy of its plan for final review and comment. Over the next few weeks, MDHE staff analyzed the proposed plan and discussed it at length with representatives from the Missouri Community College Association. The community colleges have expressed strong concern that they did not have a sufficient opportunity to provide input into the shaping of the plan, resulting in a distribution formula that does not adequately account for their vocationally-enrolled students. The net result is that the community colleges will receive fewer funds than in previous years during a period in which the number of vocationally-enrolled students is rapidly rising. Such a distribution, they suggest, also runs in the face of a new federal emphasis on postsecondary vocational education.

By DESE's original calculation, Missouri's community colleges would receive approximately 27 percent of distributed funds, while secondary schools would receive the remainder. After the community colleges submitted an eleventh hour student recount of enrolled career/technical students, DESE raised the postsecondary proportion to 28 percent.

On March 25, 2008, Commissioner Stein formally responded to DESE's plan. In his letter (attached), the Commissioner reiterated the community college's concern about potential inherent distortions in the formula caused by a lack of common criteria between educational sectors in determining qualified student enrollment and requested that DESE reconsider the formula.

By the terms of the five-year plan, DESE must annually review enrollment figures to ensure an accurate division of these funds. Commissioner Stein strongly urged DESE to meet with MDHE staff and community college representatives to discuss an alternative formula or at least a methodology that results in a different division of federal funds in the future.

On March 27, 2008, DESE staff presented its Perkins plan to the State Board of Education. In presenting the plan to the SBE, DESE staff noted consultation with the postsecondary community and MDHE but made no mention of the concerns with the plan or the formal comments submitted that outlined the concerns. The SBE approved the plan's adoption by a unanimous voice vote, and it was sent to the US Department of Education on April 1, 2008. According to federal guidelines, DESE is required to send Commissioner Stein's response as part of its submission.

Conclusion

Perkins funds assist students by establishing a continuum of vocational study between secondary and postsecondary institutions. DESE's current proposal will reduce the 31 percent share of funds community colleges received under the previous plan to a 28 percent share under the current plan. Community colleges are currently reviewing options available to continue to impact the State Plan for Distribution of Perkins Funds.

STATUTORY REFERENCE

Section 620.572, RSMo, Allocations for operation of corps
P.L. 109-270, Carl D. Perkins Career and Technical Education Improvement Act of 2006

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

MDHE Response to Proposed State Plan for Distribution of Perkins Funds (March 25, 2008)



Building Missouri's future...by degrees

Tom Quinn, Interim Assistant Commissioner
Division of Career Education
Missouri Department of Elementary
and Secondary Education
P.O. Box 480
Jefferson City, MO 65102-0480

Dear Mr. Quinn:

Thank you for your letter on March 4 inviting the Missouri Department of Higher Education (MDHE) to comment on Missouri's State Plan for Career Education developed in response to the Carl D. Perkins Career and Technical Education Improvement Act of 2006. This sophisticated plan is obviously the fruit of a long and thoughtful effort.

MDHE staff has carefully reviewed the plan and discussed it at some length with representatives of the Missouri Community College Association. In our discussion some themes have emerged, which we respectfully share with the hope you will consider further alterations.

Enrollment-driven formulas can be quite challenging to implement equitably, especially since they rely so heavily on ensuring agreed-upon definitions that are applied in each sector. Community college leaders have raised questions about the clarity of DESE's methodology, which may have inadvertently masked a more complex reality. Since the plan results in decreased support for community college student education at the very time when the demand for career and technical education training at these colleges is growing, there is concern about the impact of the proposed enrollment-driven formula. Community college leaders believe that a substantial number of eligible postsecondary credit hours may not have been included in the current formula. Ultimately, their fear is that the proposed plan could imperil their maintenance of effort and may eventually necessitate colleges seeking waivers from the formula from the United States Department of Education.

Has consideration been given to using an alternative approach, i.e., one that is policy driven rather than formula driven? My understanding is that some states have moved in this direction to ensure a predictable distribution of funds between secondary and postsecondary providers that is driven by need rather than enrollment numbers. Missouri may want to pursue this approach in the future.

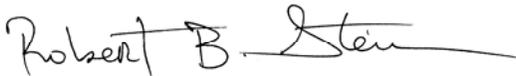
On an important, albeit less comprehensive note, DESE indicates that it will withhold fifteen percent of all Perkins funds from distribution as a reserve to support special programming. Some of these funds may have already been assigned as part of the proposed plan. I would encourage that community colleges should have equitable access to compete for these discretionary funds for specialized postsecondary programming that is within the overall goals of the approved state plan.

Finally, community college presidents would like to be involved in a more extensive way as Missouri continues to perfect its approach to improve career and technical education across our state. With the complexity of our educational sectors, and the strong adherence to the principles of local autonomy, I know how inclusion much less understanding of particular positions can be challenging. Please let me know if there is anything the MDHE can do to help facilitate a more engaged involvement of community colleges as we move forward.

These things said, MDHE is sensitive to the tight deadlines DESE faces: the State Board of Education will discuss this plan on March 27, 2008 and, if approved by the board, it will be sent to the USDE on April 1. Written into the Missouri Plan is an annual review of student enrollments and the distribution of funds. I strongly encourage a meeting, or meetings as necessary, between community colleges, MDHE, and DESE representatives to review whatever approach is approved for the coming year and work to reach a consensus as to how that approach can be regularly improved in the future.

We very much appreciate the opportunity to be a part of this process and are impressed with DESE's ambitious plans to help Missouri's career and technical students with Perkins funds.

Best,

A handwritten signature in black ink that reads "Robert B. Stein". The signature is fluid and cursive, with a long horizontal line extending from the end of the name.

Robert B. Stein, PhD
Commissioner of Higher Education

AGENDA ITEM SUMMARY

AGENDA ITEM

Update on Needs Analysis for Cape Girardeau County and the Surrounding Region
Coordinating Board for Higher Education
April 10, 2008

DESCRIPTION

Through the collaborative efforts of the Cape Girardeau Coalition Task Force, educational providers in the Cape Girardeau County area and surrounding regions will be able to make data-driven decisions on expansion. The intent of this board item is to provide an update on the Task Force's work in the development and dissemination of guidelines for an external organization to conduct a focused needs analysis in the southeast region of the state.

Background

Missouri higher education institutions continue to explore new avenues for expanding the education and training opportunities available to Missouri residents. It should come as no surprise that Missouri's education providers have a wide array of ideas and opinions concerning the education requirements of a particular area; Missouri is home to a diverse postsecondary education system that includes public, independent, and proprietary colleges and universities as well as career and vocational schools.

Interest in an education needs analysis for southeast Missouri was peaked in fall 2007 when Three Rivers Community College (TRCC) indicated that it would explore the option of opening a residence center in Cape Girardeau County. TRCC was advised that a needs analysis was required for submission of a proposal for a new residence center.

It was acknowledged that a pooling of resources from potentially competing entities would yield a more balanced, comprehensive analysis by an external organization than an analysis solicited and paid for by a single entity. Education providers and business community leaders responded by forming the Cape Girardeau Coalition Task Force, which collaboratively raised \$68,500 to fund the analysis. The Task Force also developed the attached Vendor Guidelines, which were submitted to two research organizations outside the State of Missouri on March 14, 2008.

The Task Force anticipates vendor proposals to be received by mid-April, a vendor to be contracted by early May, and a final report completed by the end of August 2008. Upon receipt of the final report, the Task Force will meet to discuss the report findings and to determine next steps.

STATUTORY REFERENCE

Sections 173.005, RSMo

Coordinating Board for Higher Education
April 10, 2008

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

Vendor Guidelines

Vendor Guidelines Cape Girardeau Educational Needs Coalition Task Force

Statement of Purpose

The Cape Girardeau Chamber of Commerce, on behalf of the Cape Girardeau Coalition Task Force, invites a proposal from your firm to undertake a comprehensive analysis of the educational needs of Missouri's Cape Girardeau County and select surrounding counties, including those in Illinois.

Background

Postsecondary education in Missouri is offered through a diverse system of universities, colleges, high schools, career and vocational schools, and through cooperative agreements with businesses and industry.

Cape Girardeau, Missouri is home to Southeast Missouri State University (Southeast), a master's-level, moderately selective university. Cape Girardeau County is within the voluntary service region of Three Rivers Community College, whose campus is located in Poplar Bluff, approximately 80 miles south of Cape Girardeau. Other institutions that have an interest and history in Cape Girardeau County postsecondary opportunities are Mineral Area College (90 miles north of Cape Girardeau), the Cape Girardeau Career & Technology Center (3 miles south of Southeast), the Southeast Missouri Hospital College of Nursing and Health Sciences (2 miles south of Southeast), and several other private career colleges and schools.

As Cape Girardeau County has grown and matured, different opinions have been expressed on the extent of unmet regional needs and the demand for new opportunities to expand services to the local population. One community college, for example, contemplates the establishment of a permanent residence center, while others are actively discussing the delivery of additional educational services through such measures as the creation of a separate community college taxing district in Cape Girardeau, the expansion of collaborative delivery structures by existing partners, or the development of a branch campus of a four-year institution.

What initially began as a discussion of potentially duplicative institutional services has broadened into a regional awareness that further investment in educational resources requires a comprehensive analysis of current and future educational needs. Accordingly, local business and educational institutions banded together to form the Cape Girardeau Coalition Task Force¹ ("the Coalition"), administered by the Cape Girardeau Chamber of Commerce and advised by the Missouri Department of Higher Education (MDHE) and the Coordinating Board for Higher Education (CBHE).

¹ Benton Hill Investment Company; Cape Girardeau Career and Technology Center; Cape Girardeau Chamber of Commerce; Drury Southwest, Inc.; Gary Rust; Mid-America Hotels Corporation – Drury Restaurants; Mineral Area College; Southeast Hospital College of Nursing and Health Sciences; Southeast Missouri State University; Three Rivers Community College

Scope of Work

The scope of services to be provided must include an analysis of the educational needs of the following communities:

Missouri Counties: Cape Girardeau, Bollinger, North Scott, North Stoddard

Illinois Counties: Union, Johnson, Perry, Alexander

The provider of this analysis will utilize the necessary tools and techniques to provide comprehensive analysis of educational needs in the communities listed above as appropriate. This analysis shall include but not be limited to the following:

Educational Demography. A demographic portrait of regional postsecondary education participation in Cape Girardeau and surrounding counties (as geographically defined above). Analysis should include participation by older adults as well as graduates from the following school districts and private high schools:

Missouri School Districts: Cape Girardeau, Jackson R-2, Scott County R-4 (Kelly), Chaffee R-2, Delta R-5, Scott City R-1, Advance R-4, Leopold R-3, Oak Ridge R-6, and Woodland R-4.

Missouri Private High Schools: Notre Dame High School, Saxony Lutheran High School, and Eagle Ridge Christian School.

Educational Needs. A portrait of the postsecondary educational resources available to regional students. What educational needs are not being met by current educational offerings? What is the best way to locally fulfill unmet needs? More specifically, do large numbers of students leave the region to participate in educational programs not locally available? What is the best answer for Cape Girardeau students seeking an open enrollment education? What impact does geographical distance from a community college have on participation in Missouri's A+ program? How are remedial education needs best addressed by students who wish to attend a moderately selective institution, but who may be initially or partially unprepared for attendance? Are there any other pockets of particular opportunity or constraint for the region? Please include a specific cost-benefit analyses in your answers to these questions.

Education and Economic Development. The benefits of a strong postsecondary education system to the regional economy. Be as specific as possible. What are region's fastest growing jobs and how well do current educational offerings prepare students for this work? What will be the region's educational needs in ten to fifteen years? Could a differently educated workforce help attract business to the region? What employment-training options are not available in the immediate Cape Girardeau area, but are offered at traditional regional community colleges? Are there any specific regional cultural or social barriers blocking postsecondary attendance? Please explain.

Proposal Preparation

Limit narrative to fifteen double-spaced pages with a font equivalent to 12-point Times New Roman. Proposals should be written using the following format and headings to ensure that reviewers are better able to consistently evaluate all proposals:

- Proposal Cover Page
- Table of Contents
- Narrative
 - Specification of Project Design and Objectives
 - Description of Project Activities/Structure
- Proposal Appendices (Budget summary / justification; Curricula vitae / resumes for key project personnel - document only relevant experiences and limit to two (2) pages per person; References -minimum of two)

Schedule

The response must be in writing and no fax bids will be accepted. Eleven (11) copies of the proposals must be received by John Mehner, CCE, President and CEO, Cape Girardeau Chamber of Commerce, 1267 North Mount Auburn Road, Cape Girardeau, MO 63701. Please also submit one electronic copy of the proposal in Microsoft Word format sent as an attached file to Laura.Vedenhaupt@dhe.mo.gov.

Consultant proposals due	April 18, 2008
Consultant meeting invitations	May 2, 2008
Project concept meeting (as arranged)	May 16, 2008
Data review complete	June 13, 2008
Preliminary design and recommendations	July 18, 2008
Final report presented	August 29, 2008

Eleven bound copies of the final report will be delivered to the Cape Girardeau Chamber of Commerce at the address noted above, and one hard copy and one electronic copy of the final report will be delivered to the Missouri Department of Higher Education, 3515 Amazonas Drive, Jefferson City, Missouri 65109 no later than 5:00 pm, August 29, 2008.

Response

The proposal must include the following information.

- A. Fee for professional services \$_____
- B. Estimated out-of-pocket expenses for which you would seek reimbursement:

Travel	\$_____
Printing/Copying	\$_____
Phone	\$_____
Misc. (List)	\$_____
Cap on out-of-pocket expenses to be reimbursed	\$_____

- C. The response must include a detailed list of recent educational consulting experience.
- D. The response must include the resume of each individual assigned to the project. These resumes should emphasize relevant experience of the assigned personnel. No reassignments of individuals will be allowed without the prior approval of the Coalition.
- E. The response must indicated whether the firm or any principals that would be involved in the project have been subject to any professional disciplinary action, been convicted of or plead guilty to any state of federal offense, or paid any civil judgment, settlement, or fine in connection with their professional practice.
- F. The response must indicate whether the firm or any principals involved in the project have other interests or relationships that might conflict with or compromise the expectations of the Coalition as provided in this request for proposal.

Evaluation

All proposals responsive to the above requirements will be evaluated by Coalition evaluation team on four major criteria.

1. Scope of service - particular scrutiny will be given to deviations from the specific requirements. (30 %)
2. Expertise of assigned personnel (30%)
3. Cost (40 %)

In addition, firms will be asked to make an oral presentation of its proposal. Any cost of participation in such a conference shall be at the firm’s own expense. All arrangements and scheduling shall be coordinated by the Coalition. Further questions of your firm may be conducted in person, via telephone or Internet, prior to the award of the contract, as deemed necessary. All arrangements and scheduling shall be coordinated by the Coalition. The Coalition

reserves the right to conduct negotiations of the proposals received or to award the contract without negotiations.

Payments, Incentives, and Penalties

The provider of this analysis will receive payment of one-third of the total contract price upon conclusion of the initial project concept meeting with the Coalition. The second one-third of the total contract price will be paid upon completion of the survey instruments to be used to elicit information from students and the communities. The final one-third of the total contract price will not be released until the final report has been received by the Coalition.

Contacts

If you have any questions, please contact John Mehner, President and CEO, Cape Girardeau Chamber of Commerce at (573) 335-3312 or via email at jmehner@capechamber.com, or you may contact Robert Stein, Commissioner of Higher Education, Missouri Department of Higher Education at (573) 751-1876 or via email at Robert.Stein@dhe.mo.gov.

Directions to Linn State Technical College

One Technology Drive

Linn, MO 65051

From the West (Jefferson City):

Take Highway 50 East out of Jefferson City. Cross the Osage River bridge and continue East on Highway 50 to Linn. Go all the way through Linn and continue traveling east approximately 1.5 miles past the city limit of Linn. You will see the Osage County Community Center (OCCC) and just past the OCCC is the entrance to campus on the left.

Through the Campus:

Stay to the right of the roundabout and follow the long drive around the large campus parking lot and past the student housing area. Turn left when you come to the T-junction in front of the Heavy Equipment Operations Building. Parking has been reserved behind the Nilges Technology Center near the McDonnell-Douglas Green Aviation Building.

From the East (St. Louis):

Take Interstate 44 West to Union. Turn onto Highway 50 West and travel approximately 40 miles towards Linn. As you near the campus, you will pass Highway 89 North. The campus is approximately 2 miles west of this intersection. As you round a curve, the campus will be on your right at the crest of a hill. Turn right and follow the previous directions through the campus from “the West”.

From the North (Columbia):

Take Highway 63 South to Jefferson City. At the Missouri River bridge, stay in the middle lane. After crossing the bridge, take the Highway 50 East exit (toward St. Louis) by bearing right at the divided highway area. Take Highway 50 East out of Jefferson City. Cross the Osage River bridge and continue East on Highway 50 to Linn. Go all the way through Linn and continue traveling east approximately 1.5 miles past the city limit of Linn. You will see the Osage County Community Center (OCCC) and just past the OCCC is the entrance to campus on the left. Turn left and follow the previous directions through the campus from “the West”.

From the South (Rolla):

Take Highway 63 North towards Jefferson City. North of Westphalia approximately 2 miles, turn onto Highway 50 East. Go all the way through Linn and continue traveling east approximately 1.5 miles past the city limit of Linn. You will see the Osage County Community Center (OCCC) and just past the OCCC is the entrance to campus on the left. Turn left and follow the previous directions through the campus from “the West”.

From Kansas City:

Take Interstate 70 East to Columbia, and follow the previous directions from “the North.”

From Kirksville:

Take Highway 63 South to Columbia and follow the previous directions from “the North.”

From Springfield:

Take Interstate 44 East to Rolla and follow the previous directions from “the South.”

From Cape Girardeau:

Take Interstate 55 North to St. Louis and follow the previous directions from “the East.”



Linn State Technical College

Key to Campus Buildings

Building Number	Building Name	Building Abbreviation	Building Number	Building Name	Building Abbreviation
1	Information Technology Center	ITC	12	Housing Building A	
2	Engineering Technology Wing	ETW	13	Housing Building B	
3	McDonnell-Douglas Green Aviation Building	MDG	14	Housing Building C	
4	Niles Technology Center	NTC	15	Housing Building D	
5	Greenhouse		16	Housing Building E	
6	Automotive Collision Repair Building	ACR	17	Housing Building F	
7	Automotive Technology Building	ATB	18	Housing Building G	
8	Heavy Equipment Operations Building	HEO	19	Housing Building H	
9	Multi-Purpose Building	MPS	20	Housing Building I	
10	Storage		21	Activity Center	
11	Housing Commons		22	Osage County Community Center	OCCC

PARKING LOTS

- A Student/Visitor/Employee Parking
- B Student/Employee Parking
- C Student/Visitor/Employee Parking
- D Visitor/Employee Parking
- E Student Parking
- F Housing Resident Parking
- G Housing Visitor/Employee Parking
- H Visitor/Member Parking
- I Student/Employee Parking
- J OCCC Parking

For more information on Linn State or to schedule a tour, call 800-743-8324.

Linn State Technical College • One Technology Drive • Linn, MO 65051

www.linnstate.edu



Linn State Technical College
Linn, MO - Main Campus

Art work by Renise Niles 2008