

Coordinating Board for Higher Education

Agenda of Meeting

**9:00 AM
Thursday
June 9, 2005**

**Kemper Room
Fulkerson Center
Missouri Western State College**

From the **South** □

1. Take I-29 North
2. Take the 36 Hwy East (Cameron) exit
3. Take the first exit, which is Riverside Rd.
4. Turn left.
5. At the second stoplight, turn left on Mitchell Ave.
6. Go about one mile - Missouri Western is on the right side of Mitchell



From the **North** □

1. Take I-29 South
2. Take the 36 Hwy East (Cameron) exit
3. Take the first exit, which is Riverside Rd.
4. Turn left.
5. At the second stoplight, turn left on Mitchell Ave.
6. Go about one mile - Missouri Western is on the right side of Mitchell

From the **East** □

1. Take 36 Hwy West
2. Exit at Riverside Rd
3. Turn right.
4. At the first stoplight, turn left on Mitchell Ave.
5. Go about one mile - Missouri Western is on the right side of Mitchell

From the **West** □

1. Take 36 Hwy East
2. Exit at Riverside Rd
3. Turn left
4. At the second stoplight, turn left on Mitchell Ave.
5. Go about one mile - Missouri Western is on the right side of Mitchell



Hampton Inn St. Joseph

3928 Frederick Blvd, Saint Joseph, Missouri, United States 64501
Tel: +1-816-390-9300 Fax: +1-816-390-8382

Driving Directions to Our Hotel



Your Point of Departure

Hampton Inn St. Joseph
3928 Frederick Blvd
Saint Joseph Missouri 64501
United States

Your Hotel Destination

4525 Downs Drive
st. joseph MO
US

Show distance in

☒ Miles ☐ Kilometers

[Get Reverse Directions](#)

Note: The map and directions are informational only. Please verify specific routes.
The map and directions shown are provided as a guide for your convenience.

Maneuver	Distance	Time
1. Start out going East on MO-6/FREDERICK AVE toward N WOODBINE RD.	0.08 miles	< 1 min
2. Turn RIGHT onto N WOODBINE RD.	1.52 miles	5 min
3. Turn LEFT onto MITCHELL AVE.	0.43 miles	1 min
4. Turn LEFT onto SW COLLEGE DR.	0.15 miles	< 1 min
4 maneuvers	2.18 miles	7 min

COORDINATING BOARD FOR HIGHER EDUCATION

Lowell C. Kruse, Chair, St. Joseph

Martha L. Boswell, Columbia

Diana Bourisaw, St. Louis

Marie Carmichael, Springfield

Jeanne Patterson, Kansas City

Duane Schreimann, Jefferson City

Kathryn F. Swan, Cape Girardeau

Gregory Upchurch, St. Louis

Earl Wilson, Jr., St. Louis

TIME: 9:00 AM
Thursday
June 9, 2005

PLACE: Kemper Room
Fulkerson Center
Missouri Western State College

**Coordinating Board for Higher Education
June 8-9, 2005
Missouri Western State College
St. Joseph
Schedule of Events**

WEDNESDAY, JUNE 8

- | | |
|-------------------|---|
| 11:30 AM | Missouri Community College Association (MCCA)
Presidents/Chancellors Council
Stoney Creek Inn
1201 Woodbine Road |
| 1:00 PM – 4:00 PM | CBHE Work Session
Room 208, Spratt Hall
Missouri Western State College |
| 5:00 PM | Council on Public Higher Education (COPHE)
Dinner and Meeting
La Dolce Vita Restaurant
501 North Belt Highway (at 36 th Street) |
| 6:00 PM | CBHE Dinner with Missouri Western College Board of Regents
Room 220, Blum Union
Missouri Western State College |

THURSDAY, JUNE 9

- | | |
|---------------------|--|
| 8:15 AM | Continental Breakfast provided by Missouri Western State College
Fulkerson Center
Missouri Western State College |
| 9:00 AM | Presidential Advisory Committee/CBHE Meeting
Kemper Room, Fulkerson Center
Missouri Western State College |
| 12:00 PM – 12:45 PM | Lunch provided by Missouri Western State College
Fulkerson Center
Missouri Western State College |
| Following lunch | Resume CBHE Meeting, if necessary |

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

**Representatives by Statute
May 2005**

Public Four-year Colleges and Universities

Dr. Bobby Patton
President
Central Missouri State University
Administration 202
Warrensburg 64093

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

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

Dr. Julio Leon
President
Missouri Southern State University - Joplin
3950 East Newman Road
Joplin 64801

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

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

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

Dr. John H. Keiser
President
Southwest Missouri State University
901 South National Avenue
Springfield 65802

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

Dr. Elson Floyd
President
University of Missouri
321 University Hall
Columbia 65211

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

Dr. Stephen Lehmkuhle
Interim Chancellor
University of Missouri-Kansas City
5100 Rockhill Road
Kansas City 64110

Dr. Gary Thomas
Chancellor
University of Missouri-Rolla
206 Parker Hall
Rolla 65401-0249

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

Public Two-year Colleges

Dr. Steven Gates
Crowder College
601 Laclede Avenue
Neosho 64850

Dr. Karen Herzog
President
East Central College
P.O. Box 529
Union 63084

Mr. William McKenna
President
Jefferson College
1000 Viking Drive
Hillsboro 63050-1000

Dr. Wayne Giles
Chancellor
Metropolitan Community Colleges
3200 Broadway
Kansas City 64111

Dr. Terry Barnes
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. Norman Myers
President
Ozarks Technical Community College
1417 North Jefferson
Springfield 65801

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

Dr. Henry Shannon
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

Dr. John Cooper
President
Three Rivers Community College
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. Keith Lovin
President
Maryville University of St. Louis
13550 Conway Road
St. Louis 63131

Dr. Marianne Inman
President
Central Methodist College
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
Cotter College
1000 West Austin
Nevada 64772-1000

CBHE Presidential Advisory Committee
Meeting Summary
April 14, 2005
Dr. James Scanlon, Chair

The CBHE Presidential Advisory Committee met at 9:00 a.m. on Thursday, April 14, 2005 at the Havener Center, University of Missouri-Rolla. Members (or their representatives) present were:

Bobby Patton (Central Missouri State University)
Karen Herzog (East Central College)
Rochelle Tilghmann for Henry Givens, Jr. (Harris-Stowe State College)
Patrick Henry for Carolyn Mahoney (Lincoln University)
Donald Claycomb (Linn State Technical College)
Terry Barnes (Mineral Area College)
James Scanlon (Missouri Western State College)
Evelyn Jorgenson (Moberly Area Community College)
Kichoon Yang for Dean Hubbard (Northwest Missouri State University)
Carla Chance for Henry Shannon (St. Louis Community College)
Kenneth Dobbins (Southeast Missouri State University)
John Cooper (Three Rivers Community College)
Barbara Dixon (Truman State University)
Steve Lehmkuhle for Elson Floyd (University of Missouri)
Gary Thomas (University of Missouri-Rolla)
Thomas George (University of Missouri-St. Louis)

Members absent from the meeting were:

Marianne Inman (Central Methodist University)
Judy Robinson Rogers (Cottey College)
Steven Gates (Crowder College)
William Fox (Culver-Stockton College)
William McKenna (Jefferson College)
Keith Lovin (Maryville University of St. Louis)
Wayne Giles (Metropolitan Community Colleges)
Julio Leon (Missouri Southern State University-Joplin)
Neil Nuttall (North Central Missouri College)
Norman Myers (Ozarks Technical Community College)
John Keiser (Southwest Missouri State University)
John McGuire (St. Charles Community College)
Marsha Drennon (State Fair Community College)
Brady Deaton (University of Missouri-Columbia)
Mark Wrighton (Washington University)

Members of the Coordinating Board present were:

Lowell C. Kruse, Chair
Martha Boswell
Diana Bourisaw
Marie Carmichael
Jeanne Lillig-Patterson
Kathryn Swan
Gregory Upchurch
Earl Wilson, Jr.

Also attending were:

Gregory Fitch, Commissioner of Higher Education
Trudy Baker, Administrative Assistant, Educational Policy, Planning, and Improvement Center
Scott Giles, Director, Missouri Student Loan Group
Joe Martin, Deputy Commissioner
Jim Matchefts, Assistant Commissioner and General Counsel
Susanne Medley, Director, Communications and Customer Assistance
Brenda Miner, Executive Assistant to the Commissioner
Dan Peterson, Director, Financial Assistance and Outreach
Renee Riley, Public Information Specialist, Communications and Customer Assistance
Teala Sipes, Research Associate, Educational Policy, Planning, and Improvement Center
Robert Stein, Associate Commissioner, Academic Affairs
John Wittstruck, Director, Educational Policy, Planning, and Improvement Center

Welcome

Dr. James Scanlon, president, Missouri Western State College, and chair of the Presidential Advisory Committee, welcomed presidents and chancellors, the Coordinating Board for Higher Education (CBHE), Department of Higher Education (MDHE), and guests.

Mr. Kruse, chair, Coordinating Board for Higher Education, introduced the three newest members of the Coordinating Board: Ms. Martha Boswell of Columbia, Ms. Jeanne Lillig-Patterson of Kansas City, and Mr. Gregory Upchurch of St. Louis.

Update on Transfer and Articulation Issues

Dr. Robert Stein provided contextual information about transfer for the benefit of new board members and new presidents and chancellors. Dr. Stein advised that COTA is the Coordinating Board's standing committee on transfer and articulation and introduced the members of COTA. Dr. Stein stated that this agenda item was an opportunity for presidents and chancellors to offer feedback to COTA as the committee fulfills its

delegated responsibility to develop, evaluate, and monitor transfer and articulation systems in Missouri.

Missouri's 18-year history with transfer policies has moved the state toward a student-centered, student-focused system. Students should expect that they can transfer from one institution to another with limited problems. At the February 2005 meeting, presidents of two- and four-year public institutions signed a joint statement to ensure the success of college transfer students. The agreement provides for academic and financial support to develop efficient transfer without loss of credits and to avoid unnecessary duplication by:

- Sharing responsibility and cost to articulate;
- Creating and consolidating databases for equivalency; and
- Identifying and sharing best practices.

In February 2005, the Coordinating Board referred three lingering transfer issues to COTA: additional lower division requirements beyond the 42-hour block of general education, the transfer of more than 64 credit hours, and the treatment of lower/upper division course similarity. COTA held a conference call on March 21, 2005, and determined that committee members would review each issue and make an independent determination as to its intent and how the statement should be included in the policy as a revision, an addendum, or a clarifying comment. Committee members will then meet face-to-face to come to a consensus and prepare a report for the CBHE. Presidential Advisory Committee members agreed that this plan of action appeared appropriate and offered the following comments and suggestions:

- Case studies or scenarios involving the issues should be included in a revised policy to provide a better understanding of those issues, including problems encountered by administrators.
- When specialized accrediting agencies require certain courses to be taken in a specific sequence, there should be a process of validating those courses taken at the lower division level.

A second item referred to COTA is whether the state of Missouri should establish a voluntary program that would give institutions a transfer-friendly seal of approval. Most institutions would claim they welcome transfer students; however, when it comes to actual practices, many students do not find the transfer path an easy one. COTA decided that the initiative recommended by the board should be explored.

Some of the challenges in such an initiative are to identify appropriate indicators, determine the process used to recognize institutions, establish when the seal of approval would expire, and decide what would be required for renewal of the seal. The primary benefit of this initiative is to provide a useful source of information to the consumer. The initiative may also serve as an incentive for all institutions to move beyond joint statements, policies, and philosophies, and get to the practical side of student transfer.

COTA has chosen to appoint a subcommittee of chief academic officers, transfer and articulation officers, and other institutional representatives to further examine this initiative and to determine its feasibility in Missouri. The board suggested that COTA ensure there is a balance of two- and four-year appointees to equally represent both the public and independent sectors. Dr. Scanlon noted it was important that the chief academic officers be involved. A subcommittee report will be used by COTA to finalize its recommendations to the CBHE.

The third item currently under discussion by COTA is the transfer of credits from certified proprietary schools in Missouri to public and independent institutions. When the transfer policy was revised in June 2000, there was clear acknowledgement of certified proprietary institutions and encouragement for public and independent institutions to develop agreements with certified proprietary institutions for the transfer of credits.

COTA was advised that on some campuses students have been told that their credits would not be accepted, simply because they were from a proprietary institution. The certified proprietary sector is not demanding that public and independent institutions automatically accept credits in transfer, but the sector does request that their students' transcripts be evaluated for transfer and, in cases when credit is not transferable, an acceptable written justification should be provided as to why the students' credits are not transferable.

COTA resolved that it is unacceptable for institutions to turn down transfer students' credits merely because they were obtained in the proprietary sector. COTA will establish a subcommittee to review the appropriate sections of the current policy and to determine any necessary revisions to clarify the intent of the policy.

Many certified proprietary institutions have national accreditation and some have regional accreditation through the Higher Learning Commission. It was noted that many public and independent institutions that obtain regional accreditation from the Higher Learning Commission have less familiarity with the standards required for national accreditation and for a Missouri certificate to operate. The subcommittee will identify a process to educate public and independent sector institutions as to the accreditation and certification requirements that must be met by proprietary institutions certified to operate in Missouri.

Dr. Bourisaw commended the staff and the institutions on the work being done for the benefit of students who transfer.

Missouri Partnerships with Out-of-State Institutions

Dr. Stein stated that the global economy has resulted in increased and intensified competition for tomorrow's postsecondary students. As the physical presence of out-of-state institutions in Missouri grows, there is increased interest in a public policy framework that sets a foundation for individual institutional decisions.

The Missouri proprietary school certification process requires all out-of-state institutions that cross state lines and want to physically locate in Missouri to undergo a review and to receive a certificate to operate legally in this state. This certification must be renewed each year. Typically, when out-of-state institutions come into Missouri, they do so for a specific reason. There is a market niche not being met by Missouri institutions, and proprietary schools find it is worth the effort to come into the state.

Dr. Stein reported that there are currently 23 out-of-state institutions operating in Missouri:

- Eleven are for-profit and twelve are not-for-profit;
- Sixteen have regional accreditation and seven have national accreditation; and
- There are three not-for-profit institutions pending certification from Nebraska, North Dakota, and Iowa.

There is an increase in the number of out-of-state institutions requesting approval to provide courses and programs on Missouri campuses. Dr. Stein acknowledged two individuals from the University of Phoenix who were in the audience: Mr. Bill Shoehigh, a lobbyist, and Mr. Jarrod Tausz, a campus director, both of whom indicated their availability to answer questions.

Dr. Stein also acknowledged proposed legislation, Senate Bill 286, regarding institutions that are from the public sector of another state coming into Missouri to offer courses and programs. The bill would require that out-of-state public institutions undergo similar review processes to those followed by in-state institutions.

MDHE staff shared a set of focused questions to open the conversation on the issue of out-of-state institutions interested in having a physical presence on a campus of a Missouri public institution. Issues of interest include any assumptions that should be made about partnerships, if there are any state interests involved, and if there is a particular role for the CBHE. The discussion should also consider if there is a different set of questions needed in regard to this issue and the independent institutions. Conversations with COPHE, MCCA, and ICUM were encouraged.

The Coordinating Board promotes collaboration among the institutions in most of its policies. Those who engage in collaboration know it takes time and energy and that to be sustained it should be a win-win situation. Comments from board members, presidents, and chancellors included:

- Out-of-state institutions are in Missouri because there is profit to be made.
- This is an opportunity and a challenge for Missouri institutions to continue working together in partnership.
- Protectionism is not always the best solution, but sometimes it is an important economic development tool.

- Many students are being served by out-of-state institutions through the Internet rather than through a physical presence.
- Broad discussions about how students are educated are irrelevant to employers.
- If Missouri cannot produce qualified applicants in a competitive manner, our institutions will be marginalized.
- The University of Phoenix has recognized an education niche in Kansas City, whereby they can provide the educational skills that employers expect of the college graduates they hire.
- Academic needs must translate into workforce development.
- At the end of the day, the State System of higher education seeks to provide a student with the absolute best education so that Missouri businesses can and will employ them.

FY 2005/FY 2006 Budget Update

Mr. Martin stated that the FY 2006 budget situation is still volatile. The governor's recommendations include a 43 percent reduction in funds to the administration of the Department of Higher Education and 47 percent reduction in FTE.

The current House FY 2006 recommendations for institutional funding remain constant at the FY 2005 appropriated levels, including previously identified one-time funding in FY 2005. Lincoln University would receive an additional \$758,000 and the University of Missouri-Kansas City School of Dentistry would receive an ear marked \$1.9 million.

The Senate tentatively recommends reallocation of general revenue administration in the department to DESE for coordination and grants and scholarship administration, and the reallocation of proprietary school certification to the Department of Economic Development (DED).

The Senate Appropriations Committee recommended 10 percent reductions to the Missouri Higher Education Academic Scholarship Program (Bright Flight) and the Charles Gallagher Student Financial Assistance Program, as well as a reduction to the Missouri College Guarantee Program. The committee recommended 5 percent reduction to institutional funding and the reductions of University of Missouri-related programs. The committee recommended a total of \$43.5 million in reductions to higher education.

Mr. Martin noted that the Senate Appropriations Committee discussed tuition and fees, proposed tuition bills, and the possibility of sending a letter-of-intent to the institutions stipulating no increases in tuitions.

The chairman of the Senate Appropriations Committee suggested that Commissioner Fitch, Commissioner Kent King of DESE, Mr. Martin, and Senate staff discuss the nuances of Senator Gross' proposal regarding the administration of higher education through DESE and DED.

Chair Kruse stated that the board is highly concerned about the budget reductions and requested all those present to think about the future of higher education and creative ways to move forward. A meeting with Governor Blunt is necessary to find out what his intentions are for higher education in this state. Dr. Bourisaw stressed that higher education needs to take a proactive approach and welcomed recommendations from presidents and chancellors for proceeding in this endeavor.

Dr. Gary Thomas, chancellor, University of Missouri-Rolla thanked everyone for attending the meeting at the new Havener Center on campus.

Chair Kruse summarized a few of Dr. Thomas' many contributions and achievements during his tenure at the University of Missouri-Rolla. Based in large part on his efforts, UM-Rolla is now positioned among the nation's top technological universities. Dr. Thomas has been a true champion for UM-Rolla, its students, faculty, and staff, and his outstanding efforts are appreciated. Chair Kruse, on behalf of those present, wished him the best in his future endeavors.

The meeting adjourned at 10:30 a.m.

COORDINATING BOARD FOR HIGHER EDUCATION

TIME: 9:00 AM
Thursday
June 9, 2005

PLACE: Kemper Room
Fulkerson Center
Missouri Western State College

AGENDA

	<u>Tab</u>	<u>Presentation by:</u>
I. Introduction		
A. Call to Order		Lowell C. Kruse, CBHE Chair
B. Confirm Quorum		Secretary
II. Action Items		
A. Minutes of the April 14, 2005 CBHE Meeting		Lowell C. Kruse, CBHE Chair
B. Report of the CBHE Nominating Committee and Election of Officers		Marie Carmichael, Chair, Nominating Committee
III. Presidential Advisory Committee		
A. Focused PreK-20 Agenda (upcoming Joint Meeting with State Board of Education)	A	Robert Stein, Associate Commissioner for Academic Affairs
B. Future of Higher Education		James Scanlon, Chair, Presidential Advisory Committee
1. Governance		
2. Accountability		
3. Financial Aid		
IV. Consent Calendar		
A. Academic Program Actions	B	Robert Stein, Associate Commissioner for Academic Affairs
B. Proprietary School Certification Actions and Reviews	C	Robert Stein, Associate Commissioner for Academic Affairs
C. MDHE Improving Teacher Quality Grant Program Cycle-4 External Evaluator RFP	D	Robert Stein, Associate Commissioner for Academic Affairs

	<u>Tab</u>	<u>Presentation by:</u>
D. Distribution of Community College Funds	E	Joe Martin, Deputy Commissioner
E. Update on State Aid Program Task Force	F	Dan Peterson, Director, Financial Assistance and Outreach
IV. Discussion Items		
A. Annual Report of the MDHE Proprietary School Program	G	Leroy Wade, Director, Proprietary School Certification
B. FY 2005/FY 2006 Budget Update	H	Joe Martin, Deputy Commissioner
C. Final Summary of Legislation 93 rd General Assembly, 1 st Regular Session	I	Gregory Fitch, Commissioner Joe Martin, Deputy Commissioner
D. Report of the Commissioner		Gregory Fitch, Commissioner
E. Other items received after posting of the agenda		

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 Brenda Miner, 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
Minutes of Meeting
April 14, 2005

The Coordinating Board for Higher Education met at 10:30 a.m. on Thursday, April 14, 2005, at the University of Missouri-Rolla.

Members present were:

Lowell C. Kruse, Chair
Martha Boswell
Diana Bourisaw
Marie Carmichael
Jeanne Lillig-Patterson
Kathryn Swan
Gregory Upchurch
Earl Wilson, Jr.

Others attending the meeting included:

Gregory Fitch, Commissioner of Higher Education
Trudy Baker, Administrative Assistant, Educational Policy, Planning, and Improvement Center
Scott Giles, Director, Missouri Student Loan Group
Joe Martin, Deputy Commissioner
Jim Matchefts, Assistant Commissioner and General Counsel
Susanne Medley, Director, Communications and Customer Assistance
Brenda Miner, Executive Assistant to the Commissioner
Dan Peterson, Director, Financial Assistance and Outreach
Renee Riley, Public Information Specialist, Communications and Customer Assistance
Teala Sipes, Research Associate, Educational Policy, Planning, and Improvement Center
Robert Stein, Associate Commissioner, Academic Affairs
John Wittstruck, Director, Educational Policy, Planning, and Improvement Center

Chair Kruse called the Coordinating Board for Higher Education (CBHE) meeting to order. A list of guests attending the meeting is included as Attachment A.

The presence of a quorum was established with a roll call vote.

Chair Kruse
Martha Boswell
Diana Bourisaw
Marie Carmichael
Jeanne Lillig-Patterson
Kathryn Swan

Gregory Upchurch
Earl Wilson, Jr.

Mr. Upchurch moved **that the minutes of the February 10, 2005 CBHE meeting be approved as printed.** Mrs. Swan seconded the motion, and it passed unanimously.

Policy Governance

Chair Kruse referred to the discussion held at the February 10, 2005 CBHE meeting regarding board development activities and the move toward policy governance as the board's formal operating structure. Chair Kruse asked Dr. Bourisaw, who has been working to develop a formal process for board training, to comment on the continuation of board training and development.

Dr. Bourisaw referred to the presentation made Wednesday, April 13, at the board work session by Dr. Lynn Walker, Director, Walker Management Psychologists. Dr. Walker and his associates work with a variety of boards, including MOHELA's Board of Directors to help them define and differentiate between ends and means. Following Dr. Walker's presentation, the board agreed that a subcommittee of Diana Bourisaw, Kathryn Swan, and Earl Wilson, Jr. should work on formalizing board development and training options, including the identification of funds to be used for this purpose.

Dr. Bourisaw **moved that the board pursue alternative funding sources, outside of department funds, for the purpose of engaging the board in development and training activities, specifically intended to move the board toward using a policy governance structure as its management model.** Mr. Wilson seconded the motion, and it passed unanimously.

Resolution to Establish CBHE Committees

Dr. Matchefts drafted the agenda item behind Tab A of the board book based on discussions he had with Commissioner Fitch and with the board in February, 2005. The fundamental assumption is that the board desires to establish two standing committees – an executive committee and an audit committee. The agenda item describes the establishment of these committees along with the roles and duties of the committee members. Dr. Matchefts noted that the recommended action is the adoption of a resolution to establish these committees, adopted under Robert's Rules of Order by a two-thirds majority (six votes in favor) by the board.

Dr. Matchefts explained that the formation of an audit committee would provide a role for the board in maintaining its responsibility for state audit oversight and its fiduciary duties. An audit committee would establish a more systematic process whereby the board would be engaged in the review of the audit reports through its audit committee.

Mrs. Patterson asked what the committee's fiduciary responsibility was and where it was articulated in the bylaws or statutes that this committee has direct fiduciary responsibility with respect to the Missouri State Loan Program.

Dr. Bourisaw stated that it would be the board's fiduciary responsibility to monitor the activities of the department including the loan program, which is a major financial institution; to review any audit reports performed and issued in regard to that program and the department's operation in general; and to be informed when issues are raised.

Dr. Matchefts noted that Sections 173.095 – 173.187, RSMo states that the board is given responsibility for overseeing the loan program. Dr. Matchefts' interpretation is that the board has the fiduciary responsibility to ensure that the loan program is operated appropriately.

Mrs. Patterson stated that since there is not a bylaw or statement giving the board direct responsibility, it should be articulated that the board is taking on this responsibility, because an audit committee can take a tremendous amount of time outside the board's usual responsibilities.

Chair Kruse asked for clarification about telephone conversations with board members in relation to the Sunshine Law. Dr. Matchefts clarified that a discussion among three or more members of a committee comprised of five members, involving a discussion on policy, personnel, or any business related specifically to that committee, would be subject to the Sunshine Law and would require posting 24 hours in advance of the call.

Commissioner Fitch reiterated that there have been audit reports involving issues that were critical in nature. It is imperative, whether spelled out as fiduciary or not, that this board accept its stewardship responsibility.

Commissioner Fitch asked that information made available to the board, be received in a timely manner, so they can properly review it in order to make sound decisions. It is essential that the board recognize what is taking place because its actions could impact personnel, investments, applications, participation, and competition levels in business. A strong business component is essential to the successful operation of higher education activities and provides accountability. Commissioner Fitch endorsed the audit committee because a board that executes actions needs to be accountable for those actions. In regard to the executive committee, he understood that the open meetings requirement of the Sunshine Law was not applicable if there was not a quorum or if discussion was of a non-business nature.

Ms. Carmichael noted that in the past when audits were performed, the board received the audit and it became an action item. The board actually has fiduciary responsibility for what is addressed in the audit.

A motion to table the recommended action died for lack of a second.

Dr. Bourisaw clarified that, in regard to the audit committee, their duties would be defined and brought back to the board for approval before the committee and its work is launched. The executive committee would be established with five members.

Chair Kruse asked again about telephone calls between members of committees and how they might be affected by the Sunshine Law. He expressed concern that the CBHE not do anything inadvertently that would violate the spirit and intent of this law. Dr. Matchefts explained that by establishing a five-person committee, making the quorum three members, a conversation between two members would not constitute a public meeting and would not require advance posting of the telephone call.

Commissioner Fitch stated that all five members would comprise the committee and any decisions made by the executive or audit committees would be brought back to the full board for action.

Mr. Wilson moved **that the Coordinating Board adopt an appropriate resolution establishing an Executive Committee and an Audit Committee as standing board committees.** Dr. Bourisaw seconded the motion, and it passed unanimously.

Measuring Value-Added Student Learning

Dr. Robert Stein reported that Missouri institutions have been actively engaged in assessment of student learning since the 1980's. The NGA publication *Time for Results* focused attention on assessment of student learning and what the public's dollars invested in higher education are providing to the taxpayer. In addition to state influences, external agencies (e.g., accrediting agencies) have encouraged assessment.

The only state mandated assessment, however, is in the area of teacher education (both entry and exit tests). Other assessments are encouraged and submission of information is requested, but assessment decisions are voluntary. Missouri has traditionally used a consensus-building model to support campus assessment infrastructures, and in the past a budget strategy was used to build assessment whereby institutions were rewarded for performance.

Accountability, as the driver of assessment, yields a compliance model. A commitment to the essence of good assessment revolves around the objectives that drive assessment and to what degree the information gained is used to improve programs, curriculum, and student learning. Measuring Up, a national report card on higher education, rated measuring learning in Missouri and other states as incomplete because of a lack of evidence that institutions truly add value. Accrediting agencies have begun to question the extent to which they have been a part of the problem due to their push for accountability. The Higher Learning Commission agrees that there are a variety of approaches, but the approach used should fit the culture of the institution and should not be mandated from the top. Missouri contends that assessment should be driven by learning objectives, continuous improvement should inform accountability, and a public

forum should continue to motivate institutional assessment of student learning for the right reasons, including the improvement of student learning.

A consortium of Missouri institutions entered into a pilot project with Rand's Council for Aid to Education (CAE) as part of a national initiative on measuring value-added student learning. The Missouri Consortium on Measuring Value-Added Student Learning contributed \$50,000 for its involvement in the project. In 2005, the Kauffman Foundation awarded a \$120,000 grant to subsidize the continued participation of Missouri's 33 consortium member institutions. As a component of the grant, Missouri will hold a symposium with representatives from the Kauffman Foundation, the consortium institutions, and K-12 leaders to discuss lessons learned.

At the conclusion of the pilot project institutions will work collaboratively on determining next steps. Consortium members are positioning themselves and the Coordinating Board to design an archetypal assessment policy for the state of Missouri where ownership is built internally within institutions, and the results of assessment are used to make important institutional decisions.

Dr. Stein shared perspectives about assessment from the National Commission on Accountability and the Higher Learning Commission. In both instances there is an emphasis on avoiding superficial comparisons and rankings and ensuring that assessment is integrated into campus culture.

Mrs. Patterson moved **that the CBHE commend institutional members of the Missouri Consortium for Measuring Value-Added Student Learning for their participation in the pilot project and encourage their continued collaborative work. It is further recommended that the board direct the Commissioner of Higher Education, in consultation with public, independent and proprietary institutions to identify potential components for inclusion in a public policy on the assessment of value-added student learning.** Mr. Wilson seconded the motion, and it passed unanimously.

Dr. Bourisaw commended the institutions for not only volunteering, but in looking internally at their progress and using the data for program improvement.

Dr. Stein advised that CAE is evolving, receptive, open to change, and wants to help the institutions meet their respective needs. Some institutions want the unit of analysis to be the institution for benchmarking purposes and to determine how they compare with other institutions. Others want to operate at a programmatic or at a student level to ensure that they are obtaining appropriate diagnostic information to improve academic programs or to provide feedback to students.

For the consortium's fall 2004 testing, CAE lowered the minimum number of students to be tested from 100 to 50 students. CAE's original model called for 100 randomly selected and representative students each semester with freshmen testing in the fall and seniors testing in the spring. In the fall 2004 testing cycle, some institutions had

difficulty in the area of student motivation. Analysis is being conducted to determine ways to encourage students to participate.

The board was concerned about the validity of data if a significant number of students did not take the tests. Dr. Stein explained that this was crucial. He also indicated that institutions with smaller numbers were being challenged to demonstrate how representative tested students were of the institution or some sub-group with the institution. The conclusions that can be drawn about value-added learning this year are limited to the results of the pilot project. However, the results will be used to inform improvement of the project next year and to determine whether institutions will continue with the CAE model or will use other instrumentation.

Mrs. Patterson requested that a letter be sent, on behalf of the Coordinating Board, to the Kauffman Foundation thanking them for their funding of this initiative.

Update on Selected Missouri PreK-20 Opportunities

Dr. Stein stated that Missouri has made sporadic attempts at establishing a PreK-20 agenda since 1997. The challenge is how to keep a PreK-20 agenda alive. Many states progressing with PreK-20 agendas work collaboratively on a few focused priorities while maintaining separate boards. From a state level, there needs to be more coordination and an intentional structure.

At the CBHE's last meeting, there was extensive discussion about the CBHE taking a more active and visible role with the State Board of Education, which has the statutory authority to re-approve teacher education programs. Several states are moving toward joint responsibility of the K-12 sector and higher education for re-approval of teacher education programs.

Dr. Kent King, Commissioner of Education with the Department of Elementary and Secondary Education (DESE), was very receptive to a redesigned protocol that would provide more engagement of the CBHE in the re-approval process, which is known as the Missouri Standards for Teacher Education Programs (MoSTEP). Under this process, DESE appoints a team of examiners that completes site visits to institutions and makes recommendations for state approval according to whether the teacher education program meets the standards.

Currently, there are 170 people trained as MoSTEP examiners; all but five have certifications, which imply that the majority are practicing teachers. Staff is exploring with DESE the eligibility requirements necessary to be included in MoSTEP's site review teams.

An expanded role for the higher education community in the re-approval process is desired. More formal involvement at the higher education system level would add value to the conversation and would provide useful information for sound decision-making.

Major changes that would exemplify a more collaborative effort between DESE and the MDHE include:

- Assigning the Commissioner of Higher Education to appoint one or more voting site team members;
- Making the existing ex-officio MDHE-appointed site-team member a voting member;
- Copying the Commissioner of Higher Education on the initial recommendation report for review and comment; and
- Sharing copies of the initial recommendation report with the CBHE prior to action by the State Board of Education.

Another item of mutual interest to DESE and the CBHE is the high school reform efforts occurring across the country. Missouri's High School Reform Task Force has discussed raising the requirements in core subjects for high school graduation, end-of-course examinations, exit examinations, and differentiated diplomas. The task force has also discussed expansion of web-based delivery formats.

Obviously, these decisions will have an impact on students entering higher education institutions in the state and, therefore, a joint meeting between the State Board of Education and the CBHE is warranted.

Mrs. Swan moved **that the Coordinating Board for Higher Education direct the Commissioner to explore with Education Commissioner Kent King a mutually-agreeable date for a joint meeting between the State Board of Education and the Coordinating Board for Higher Education. In addition to bringing closure for a more involved role for CBHE in the re-approval of teacher education programs, the agenda for the meeting should include a discussion of ways to ensure that Missouri has coordinated, prioritized, and sustainable agenda for its PreK-20 projects.** Mrs. Carmichael seconded the motion, and it passed unanimously.

Dr. Bourisaw commended Dr. Stein for progress and movement in the right direction regarding collaboration with the State Board of Education and the Department of Elementary and Secondary Education.

Consent Calendar

The issues on the consent calendar are traditional or routine in the nature of the CBHE's and the department's operations. Any or all items can be withdrawn from the consent calendar by any member of the board, if further discussion is necessary.

Mr. Wilson moved **that the consent calendar be approved as indicated.** Dr. Bourisaw seconded the motion, and it passed unanimously.

Mrs. Carmichael referred to the Missouri High School Graduates Performance Report, Academic Preparation: "The percentage of first-time freshmen taking remedial courses

has noticeably increased over the past two years. Among the Missouri public high school graduates entering the state's public colleges and universities, the proportion enrolled in remedial mathematics increased from 23 percent in the fall of 2002 to 31 percent." She suggested these issues be on the agenda in conversations with the State Board of Education. Remediation is a result of a disconnect between what is occurring in K-12 and what is expected in higher education. The purpose of PreK-20 is to provide a seamless education with coursework aligned so high school graduates are adequately prepared for college level work.

For the benefit of new board members, it was explained that MDHE's Annual Report provides, per high school, those students attending two- or four-year institutions who receive remedial mathematics, reading, and English. Superintendents receive the report and it is available to board members who are interested in reviewing information regarding their regional areas.

Dr. John Wittstruck commented that the Annual Report is produced not only because it is right to do so, but items reported in the document are determined in response to the statute. It is sent electronically to DESE staff and it is made available to schools upon request. Increasingly, superintendents and principals inquire about information for their high schools that can be included in their own report cards.

Meetings with Jim King, executive director, School Principals Association, and a group of approximately 16 high school principals are attempting to develop a template that will make the report available to a particular school by inserting the school code. The report will be produced upon request. As the database ages, or becomes increasingly longitudinal, it will describe more about what happens to high school graduates as they proceed through the system of postsecondary education.

The Annual Report shows that, of the high school graduates in 1998, 51 percent have graduated at the baccalaureate or associate degree level. Three percent have an associate and a baccalaureate degree, resulting in a graduation rate of 51 percent at this time. Fourteen percent of these 1998 high school graduates are still enrolled in a public college or university and have not received a degree. Assuming they complete a degree at some time, they would represent a 65 percent graduation rate for the class of 1998.

Dr. Wittstruck reiterated that remediation is a serious concern. ACT and other national research point out that it is no longer the core curriculum that determines student success and persistence in the collegiate institutions, but it is the rigor of the core and the relevance of that core that ensures student success. The conversation between the Coordinating Board and the State Board of Education needs to include the subject of rigor.

Nearly 71 percent of the students taking at least one remedial course are attending community colleges. It is unfortunate that many of those students have graduated from an A+ designated high school after completing the rigorous experience of becoming A+ eligible. While not all receive an A+ scholarship from a community college, they

supposedly have been exposed to those experiences made available by monies invested in the Outstanding Schools Act. Dr. Wittstruck expressed concern that there are a number of students who are not taking the kinds of gateway courses in high school that will help them succeed either in a community college or a baccalaureate institution.

Dr. Wittstruck stated that data collected becomes more valuable, meaningful, and useful to the degree it informs policy decisions that drive improvement of higher education in this state. In reviewing this data with the State Board of Education, it needs to be included as an agenda item for focus, discussion, and recommendation toward improvement.

Mrs. Swan requested that copies of the Annual Report and the Report Card be included in the joint meeting and that the commissioner select applicable, pertinent information to be presented.

Report of the CBHE Presidential Advisory Committee

Dr. James Scanlon, chair, Presidential Advisory Committee, reported that conversation focused on 1) transfer and articulation; and 2) the need for continuing conversation about lingering issues on other aspects of transfer and articulation, including best practices in that area, and the relationship of the proprietary sector to effective transfer and articulation with institutions outside the proprietary sector. Conversation on these issues provided some direction for the Committee on Transfer and Articulation to complete the process of developing their action plans for each of the issues identified by the CBHE.

The conversation also provided general authorization to proceed with dealing with substantive issues and procedural questions related to the partnership between out-of-state institutions delivering educational services in Missouri. The results of that authorization would be presented in draft form to the Coordinating Board and the Presidential Advisory Committee before policy recommendations were presented to the Coordinating Board. Other discussions included the budget and its implications, the direction of higher education in Missouri, and the role of all institutions in the future of public higher education in the state.

FY 2005/FY 2006 Budget Update

Mr. Martin summarized current FY 2006 recommendations. Both the governor and the House recommend that institutional funding remain constant, including the one-time money previously identified as one-time funding in FY 2005 and included in core budgets for FY 2006 for those institutions. The Senate Appropriations Committee recommended a 5 percent reduction for institutions.

The administration appropriations for the department are constant in that they are recommended for reductions. Tab J provides the dollar amount and the percentage of reductions for general revenue administration appropriations with the exception of the

proposal currently in the Senate Appropriations Committee that certain functions be moved to either DESE or to the Department of Economic Development.

The range of the State's student aid programs is being held harmless in the House and the governor's recommendations, but was reduced approximately \$3.5 million in Senate recommendations. The University of Missouri programs vary among the proposals, including the MOBIUS program (\$650,000) being eliminated from state funding in the governor's and Senate's recommendations, while being funded in the House recommendations. Other University of Missouri programs received up to 30 percent reductions.

Also in the House budget, the institutions were held constant at the FY 2005 levels, but additional funding of \$758,000 would be provided to Lincoln University and \$1.95 million to the University of Missouri-Kansas City School of Dentistry. The funds for Lincoln University are intended to provide state matching funds for federal appropriations that is available to the institution through the U.S. Department of Agriculture as part of their 1890 Land Grant mission. These funds, appropriated by the federal government, are for use in family farm activities and co-op extension activities, representing 20 percent of the 80 percent match that Lincoln University needs to obtain to receive the federal funds of approximately \$4 million.

Mrs. Carmichael was concerned about the proposal within the Senate Appropriations Committee to move the coordination functions of the Department of Higher Education to the Department of Elementary and Secondary Education, and to move the proprietary school certification to the Department of Economic Development. If this were to happen, all policy decisions about higher education would come from the Department of Elementary and Secondary Education. The Department of Higher Education and the Coordinating Board have a unique and important perspective on higher education issues. Mrs. Carmichael recommended for the record that the Coordinating Board oppose these proposals. Dr. Bourisaw concurred. Chair Kruse agreed and asked for a motion.

Mrs. Carmichael moved **that the CBHE acknowledge the importance of streamlining state government, and believes that the Department of Higher Education has a crucial role to play in the development of higher education policy. The CBHE, therefore urges the Senate Appropriations Committee to retain the coordination functions of the Department of Higher Education under the umbrella of the CBHE. Additionally, the CBHE urges the committee to retain proprietary school accreditation within the Department of Higher Education.**

The board wanted to know how the governor's State Government Review Commission would affect higher education. Mr. Martin clarified that there are two separate, independent actions related to reorganization:

- The chairman of the Senate Appropriations Committee made a proposal to his committee, which has currently been adopted. The details of this proposal will be

discussed in a meeting involving Commissioner Fitch, Mr. Martin, and Commissioner King.

- Simultaneously, the Commissioner of Higher Education testified before the State Government Review Commission, appointed by the governor, regarding structure and the potential for reorganization.

The commission must submit their recommendations within one year.

Chair Kruse commented that, in addition to the possibility of transfer of responsibilities to other state agencies, there is major concern to all about the rapidly disintegrating budget of the Department of Higher Education. Chair Kruse requested the commissioner and staff prepare, for the board members, a report consisting of items in the department's budget that are necessary to continue functioning as a contributing entity to the state.

Summary of Proposed Legislation Related to Higher Education

Mr. Martin noted that a more recent version of the summary of legislation is available on the MDHE website. He drew attention to several critical bills:

- SB 286 requires the CBHE to hold out-of-state public higher education institutions to criteria similar to that for public in-state higher education institutions.
- The name change bills that have been passed and signed by the governor will become effective on August 28, 2005.
- HB 348, for the purpose of student resident status, requires that military personnel stationed in Missouri, their spouses, and certain children will receive Missouri resident status.
- HB 742 establishes the Higher Education Student Funding Act. The commissioner testified before the House Higher Education Committee regarding this bill which makes several major revisions to the current system of higher education in Missouri. A House Committee Substitute contains still more revisions.

This bill stipulates that public funds would be distributed to the institutions on an FTE basis after the institutions reach a return to FY 2002 funding levels, and includes provisions such as performance measures, performance contracts, and delivery of certain educational services by the Coordinating Board and the department. This bill creates a Joint Committee on Higher Education, comprised of members of the House and the Senate, which would provide an oversight function of the higher education system. This bill would have a large impact on the higher education system in the state.

FY 2005 Annual Report

Dr. John Wittstruck provided historical background about this agenda item, relaying that the goals and measures included in this report were initially established in 1992 and reaffirmed in 1996. Some of the measures have been refined over time, resulting in a report card equally as comprehensive as those of other states. Looking at the data from a global viewpoint, Missouri higher education has lost momentum and lost progress. Some interesting characteristics of Missouri's public higher education are probably evident in other states as well.

The institutional missions of Missouri's institutions are reflected in first-year success rates, retention rates, and graduation rates. The types of students enrolled in the institutions are different, affecting student performance, student needs, and what students seek from an institution that is best prepared to meet their educational requirements beyond high school. Students who would not be successful in a highly selective institution may succeed in an open enrollment institution, receive a baccalaureate or an associate degree, and become a contributing member of the state's workforce.

Community colleges are similar in governance and structure, but serve regional and local communities that are very different. Consequently, there is a movement toward the development of an institutional classification system for community colleges. As discussions proceed regarding a new blueprint for higher education, it might warrant taking into account these differences because one goal, common to all institutions, may not be the ideal way for each and every institution to perform and progress as it does presently.

Dr. Wittstruck noted that the report is organized on the issues of preparation, participation, affordability, workforce development, and outcomes. These data have been collected, assembled, and maintained over time to provide longitudinal perspectives occurring in Missouri public higher education, and for some elements, the independent sector. On a positive note, the efforts that the institutions have made over time in increasing the enrollment of African American and minority students are reflected in their graduation rates. States are concerned more about who is exiting the system than about who is entering the system.

Dr. Wittstruck commended Teala Sipes, research associate, Educational Policy, Planning, and Improvement Center, for her work and contributions in preparing the annual report. Missouri is increasingly in sync with other states in accepting that time-to-degree completion is more a measure of institutional efficiency and program delivery than is the graduation rate.

Dr. Wittstruck expressed hope that the format, the information supplementing the data, and the comments will prove useful as the CBHE begins to envision what might become the new blueprint for Missouri higher education. That blueprint will then become an agenda around which data collections, research, and analysis are continued.

Dr. Wittstruck suggested that many of the issues being addressed by the High School Taskforce in the state were also addressed in the Missouri Training and Employment Council's (MTEC's) State of the Workforce Report. That report advocates: 1) strengthening the education and training delivery system in the state to be more competitive; 2) have a more rigorous core curriculum in high school; and 3) provide a workforce-readiness certificate after completion of a student's high school coursework.

More knowledge is needed of students' capabilities upon graduation from high school and from institutions of higher learning. Dr. Wittstruck was impressed by the questions and comments raised at the Presidential Advisory Committee meeting earlier today regarding the role of higher education in economic development and in workforce development. MTEC, the business industry, and organized labor leaders are realizing the importance of quality education and training. Their concern is having access to a pool of quality applicants and quality employees, and higher education needs to make sure that an applicant pool is available for Missouri's employers.

Mrs. Swan questioned if the board should consider conducting a dialog with MTEC, as well as the Department of Economic Development, and the Missouri State Board of Education. She also asked if other states had a vehicle for creating a two-way dialog between economic development and education and if there was a model available to pursue.

Dr. Wittstruck stated there is a recommendation in the Commission on the Future of Higher Education report for a three-way conversation with the State Board of Education, the Coordinating Board for Higher Education, and MTEC. Leading employers could discuss their challenges in locating quality employees who possess the proficiencies and competencies of the individuals they hire.

Other states are attempting to bring the employer community and the educational provider community together for meaningful conversations. Many models are being established. One being looked at extensively, but not yet adopted, is in Michigan where one board has responsibility for elementary, secondary, higher education, and workforce development.

The department is data-rich, but there are limitations in terms of time required to perform research and analysis. Through various funding sources, a longstanding contract with faculty at the University of Missouri-Columbia, Department of Economics, enables them to perform data maintenance and analytical work for the Educational Policy, Planning, and Improvement Center (EPPIC). The faculty at the Department of Economics has a sincere interest in the studies conducted by EPPIC.

Mrs. Carmichael noted that higher education's connection with business and industry is important because it is the needs of business and industry that should drive the programs developed at the institutions. Dr. Wittstruck agreed that a connection needs to be made if higher education is going to make a significant contribution to the quality of the workforce in Missouri.

The EPPIC staff is working in collaboration with DESE to develop a Longitudinal Dataset to study students going through the K-12 educational delivery system, and to determine what happens to those students as they move into the higher education system and eventually participate in the workforce.

In collaboration with the Missouri Economic Research and Information Center (MERIC), staff is informed about areas where business and industry are expanding, becoming increasingly competitive, and the types of occupations existing within those industries. This will help determine if the right kinds of programs are available in specific regions to support the expansion of industry, and if they provide ongoing training and education for existing employees. Others realize there is a significant disconnect between what Missouri's institutions are offering and the types of industry and business existing within areas of the state.

Mrs. Patterson asked the following questions: 1) What is the percentage of people in the state with college degrees and what is their average salary? 2) Are the emerging occupations in Missouri being compared to national trends in terms of the top five occupations? and 3) Are there actually employers hiring those people in the emerging occupations?

Dr. Bourisaw referred to pages 24 and 25 of the 2005 Report Card referencing emerging occupations and compensation for those occupations in answer to some of Mrs. Patterson's questions.

Dr. Bourisaw commended staff for their efforts in producing a well-documented report.

Mrs. Patterson requested an executive summary and Dr. Wittstruck's input on the following, which will be sent to all members of the CBHE.

- How does Missouri fit in terms of national trends, in terms of potential occupations of Missouri's graduates, and also from the employment standpoint of competition?
- Are there employers demanding these occupations at a national level?
- If the CBHE needs to make a recommendation, how can Missouri move from 31 percent to the 36 percent national average?
- If the CBHE wants to made recommendations that actually add value to the governor's vision in this state, what should they be?
- How does Missouri attract employers to employ these graduates inside the emerging occupations?

Update on Transfer and Articulation Issues

Dr. Stein referenced the presentation and discussion at the Presidential Advisory Committee (PAC) on this item and indicated that he was available to answer any questions. There were no further comments or questions.

Report of the Commissioner

Commissioner Fitch noted that quarterly budget reports are submitted to the governor's office. The commissioner's bi-weekly reports, sent to the governor's office through Mr. Monsee's office, are incorporated in this report under miscellaneous items. There are five components in this report: 1) quarterly goals, based on projection, which were taken from the strategic plan; 2) progress results; 3) unmet goals; 4) the goals of activities the department is involved in that are reflected in the bi-weekly report; and 5) items of waste, fraud, or abuse.

Commissioner Fitch invited Dr. John Cooper, president, Three Rivers Community College, to introduce his board members who were attending the meeting. Dr. Cooper introduced Mr. John Stanard, immediate past chair, and Mr. Steve Cooksen, member of the Three Rivers Board of Trustees. Commissioner Fitch welcomed them to the meeting.

Commissioner Fitch stated that he and staff have been working with Southeast Missouri State University and Three Rivers Community College in regard to agreements and services of lower division courses in that region. At a recent meeting with the Missouri Community College Association (MCCA), presidents dealt with the issue because the community college effort, although a regional activity, has enormous statewide impact. Dr. Ken Dobbins, president, Southeast Missouri State University, graciously allowed the commissioner to make a brief presentation at the Council on Public Higher Education meeting last night. They advised the commissioner to do what he could to bring closure to the situation.

The commissioner would prefer to see the institutions working directly for the students they serve, for their service is important to that area of the state. The Three Rivers Board of Trustees, their attorneys, many of their staff, and the commissioner met to clarify some of the issues and concerns about the draft proposal submitted by the commissioner. The commissioner encouraged them to report back to the department with their response to the activities, their needs, and interests in that area in order to continue meeting the students' needs. Commissioner Fitch thanked Dr. Cooper, Dr. Dobbins, and the Boards of Trustees of Three Rivers Community College and Southeast Missouri State University for their efforts in moving forward and communicating to clear the air. He commended them for their genuine interest in meeting students' needs and their willingness to meet with him.

Ms. Swan commended all parties involved for their efforts in trying to resolve the situation. There is a real need for postsecondary education in the Bootheel area, which provides opportunities for all players to be involved in serving those students.

Mr. Upchurch expressed appreciation for the arbitration efforts made by Three Rivers Community College and Southeast Missouri State University. As representatives of higher education, working toward the primary mission of educating students should be the goal.

Chair Kruse welcomed suggestions for improving the interaction between the board and presidents and chancellors to ensure that communication among them is productive, feels good, and involves the right issues.

There being no further business to come before the board, the meeting adjourned at 1:30 p.m.

Roster of Guests
Coordinating Board for Higher Education
April 14, 2005

Name	Affiliation
Terry Barnes	Mineral Area Community College
Constance Bowman	Harris-Stowe State College
Carla Chance	St. Louis Community College
Donald Claycomb	Linn State Technical College
John Cooper	Three Rivers Community College
Jeanie Crain	Missouri Western State College
Barbara Dixon	Truman State University
Ken Dobbins	Southeast Missouri State University
Patrick Henry	Lincoln University
Karen Herzog	East Central College
Evelyn Jorgenson	Moberly Area Community College
James Kellerman	Missouri Community College Association
Larry Kimbrow	Three Rivers Community College
Kavita Kumar	St. Louis Post Dispatch
Steve Kurtz	Mineral Area Community College
Jeff Lashley	Moberly Area Community College
Randell Lee	Three Rivers Community College
Stephen Lehmkuhle	University of Missouri System
Brian Long	COPHE
Gretchen Lockett	Harris-Stowe State College
Michael McManis	Truman State University
Marty Oetting	University of Missouri System
Bobby Patton	Central Missouri State University
Ann Pearce	Central Missouri State University
James Scanlon	Missouri Western State College
Henry Shannon	St. Louis Community College
John Stanard	Three Rivers Community College
Gary Thomas	University of Missouri-Rolla
Rochelle Tilghman	Harris-Stowe State College
Kichoon Yang	Northwest Missouri State University

AGENDA ITEM SUMMARY

AGENDA ITEM

Focused PreK-20 Agenda (upcoming Joint Meeting with State Board of Education)
Coordinating Board for Higher Education
June 9, 2005

DESCRIPTION

The Missouri State Board of Education and the Missouri Coordinating Board for Higher Education (CBHE) each have oversight responsibilities for the state's K-12 and collegiate sectors, respectively. The interdependence between educational sectors provides opportunities for collaborative work to improve student learning at all educational levels. The intent of this board item is to provide contextual information about two focused agenda items, i.e., the design of teacher education program re-approval and high school reform, which will be discussed by the boards at their upcoming joint meeting on June 23, 2005, in Jefferson City.

Background

Periodically, the State Board of Education and the CBHE hold joint meetings to discuss common concerns, initiatives, and goals. Some topics illustrative of past discussions include:

- K-12 teacher recruitment, retention, and professional development
- Dual Credit and A+ programs
- Curriculum alignment between high school and the first years of college
- Student preparation
- Accountability for school systems and for teacher education programs
- College entrance requirements
- College attendance
- Common research agendas

Successful PreK-20 work requires sustained attention, agreement by partners in identifying priority areas and strategic action plans, and systematic evaluation of results achieved. Extensive studies, culminating in a set of recommendations for change, have been prevalent in previous Missouri PreK-20 activities. Much of Missouri's PreK-20 work, however, has been at the discussion-level only, with sporadic and diffused actions and limited system-wide achievements for the time and energy expended.

At its April 2005 meeting, CBHE members indicated an interest in having a joint meeting with the State Board of Education that would permit in-depth discussion on a few focused items. A copy of the agenda for the four-hour meeting is attached.

Coordinating Board for Higher Education
June 9, 2005

The meeting is intended to accomplish the following objectives:

- Establish agreement for a more engaged role for CBHE/MDHE in the re-approval of teacher education programs;
- Share rationale and recommendation for increasing K-12 graduation requirements in core academic subjects;
- Understand better the implications for high school graduation of a competency-based system for the awarding of high school credit;
- Identify opportunities for assessment alignment between high school graduation and college entrance; and,
- Determine advantages/disadvantages of implementing differentiated tiers (minimally two) for high school diplomas.

Design of Teacher Education Program Re-Approval

State-approved teacher education programs are required to undergo review by DESE every seven years. The Missouri Standards for Teacher Education Programs (MoSTEP), established by the Department of Elementary and Secondary Education (DESE), are used as a basis for the re-approval review. MDHE and DESE staff have identified the following changes in the MoSTEP cyclical review to support a more engaged role for CBHE/MDHE in the re-approval of Missouri's teacher education programs.

- The Commissioner of Higher Education shall appoint one or more of the voting members of MoSTEP site teams.
- MDHE and DESE staff shall work collaboratively in the identification of site team members to ensure adequate balance of expertise.
- All voting members of MoSTEP site teams shall have undergone MoSTEP examiner training prior to serving.
- The MoSTEP site-team report and recommendations, along with the institution's rejoinder, shall be sent to the Commissioner of Higher Education for review and comment in a timely manner.
- The comments of the Commissioner of Higher Education shall be shared with CBHE members and DESE staff.
- All actions of the State Board of Education concerning teacher education program re-approval shall be shared with MDHE.

In addition, Dr. D. Kent King, Commissioner of Education, has indicated an interest in engaging MDHE and CBHE in conversations about MoSTEP review process policy changes that would make the process more efficient and effective. Examples of ideas for discussion include documentation required for team visits and implementation of a waiver system when there is evidence of program effectiveness on PreK-12 student learning.

High School Reform

A Missouri high school task force with representation from K-12, higher education, and the business communities was appointed and charged by DESE to address the need for all high school graduates to be prepared to successfully enter the world of work or college. The task force was also charged to determine characteristics of high schools in which all students would be “proficient.” The task force met monthly beginning May 2004 and focused its study on three major issues in Missouri:

- Graduation Requirements
- Graduation Exit Examinations
- Differentiated Diplomas

The attached Missouri High School Task Force Report was presented to the Missouri State Board of Education on April 22, 2005. A summary of the three major policy recommendations follows.

Graduation Requirements:

- Current high school graduation requirement - 22 units
- Recommendation
 - Increase high school graduation requirements to 24 units
 - Communication arts from 3 to 4
 - Mathematics from 2 to 3
 - Social studies from 2 to 3
 - Science from 2 to 3
 - Reduced electives 10 to 7½
 - Health listed separately as ½ vs. being part of physical education
 - Students may select 1 unit each of Fine Arts and Practical Arts or may select 2 units from either program (previous requirement 1 unit each)
 - Personal economics competency embedded but not a separate unit
 - Focus on Show-Me Standards and Grade Level Expectations as a basis for earned credit (a competency-based system for awarding credit)
 - Attention to rigor and relevance of course content
 - Individualized strategies needed to work with at-risk students
 - Effective utilization of assessment data is essential
- A majority of high schools (85 percent) already require at least 24 credits for graduation, though distribution of credits may be different

Graduation Exit Examinations

- Recommendation
 - A non-high stakes graduation assessment given to high school juniors
 - Opportunities for re-takes provided
 - Implement a statewide Show-Me Standards/Grade Level Expectations-based high school non-high stakes exam as a replacement for MAP
 - Utilization of national standardized test with a Missouri add-on component
 - Phase in over multiple years

- Align assessment results with intervention strategies

Differentiated Diplomas

- Recommendation
 - Implement two tiered diploma program
 - First tier based on completion of units; second tier to include minimal assessment score
 - Additional tiers beyond two permitted

In addition to the above recommendations, the Task Force recommended that a small group of educators establish a set of principles for high school reform and provide support to Missouri's high schools to achieve these principles. That group has been created.

Conclusion

PreK-20 public policies and reform efforts that are complementary and reinforcing across educational sectors help to maximize student learning. A more engaged role for CBHE/MDHE in the re-approval of teacher education programs will serve to increase accountability for colleges of education.

An engaged discussion about PreK-20 issues by presidents/chancellors and Coordinating Board members at the June 9, 2005 CBHE meeting in St. Joseph will provide a foundation for perspectives CBHE members may want to share with State Board of Education members. By working collaboratively, the State Board of Education and the CBHE have an opportunity to focus a coordinated PreK-20 agenda for Missouri that goes beyond visionary statements.

STATUTORY REFERENCE

Section 167.223, RSMo, High School Offerings of Postsecondary Course Options

Section 173.005.2(4), RSMo, Admission Guidelines

Section 173.005.2(6), RSMo, Transfer of Students

Section 173.005.2(7), RSMo, Data Collection

Section 173.020(2), RSMo, Identification of Higher Education Needs

RECOMMENDED ACTION

This is a discussion item only.

ATTACHMENTS

Attachment A: Agenda - Joint State Board of Education and Coordinating Board for Education

Attachment B: Report of the Missouri High School Task Force

Joint CBHE and State Board of Education Meeting
June 23, 3005
10:00 am – 2:00 pm
Room 493/494, Truman State Office Building
Jefferson City, MO

I. Welcome and Introductions

II. High School Reform

Graduation Requirements
Competencies
Assessments
Differentiated Diplomas

III. Teacher Education Re-Approval

Appointments to site teams
Distribution of / reaction to site team recommendations
Sharing action of State Board of Education

IV. Next Steps

V. Other

VI. Adjournment

**Report of the
Missouri High School Task Force**

Missouri State Board of Education

April 22, 2005

**Report Presented by
Jerry Valentine (Professor, University of Missouri)
Martin Jacobs (Principal, Liberty High School)
John Gaal, (Director, Carpenter's District Council of Greater St. Louis)**

**Report Prepared by
Jerry Valentine, Chair**

Missouri High School Task Force Report April 22, 2005

The high school experience, as we have come to know it in most high schools in our state and country, leaves far too many youth ill-prepared for post-high school life, whether that life be college or junior college education, vocational-technical education, or direct entry into the work force. This fact has been documented in numerous national reports in the recent years (Achieve, 2004a; Achieve, 2004b; Achieve, 2005; ACT, 2004; American Diploma Project, 2004; Gates Foundation, 2003; Gayler, Chudowsky, Hamilton, Kober, & Yeager, 2004; Kazis, Pennington, & Conklin, 2003; Martinez & Bray, 2002). Some writers estimate that today's high schools effectively serve as few as 30% and as many as 50% of today's students. Other reports note that only 70% of public high school students graduate and as few as 32% leave high school qualified to attend a four-year college. Only 51% of African American students and 52% of Hispanic American students graduate and only 20% and 16%, respectively, leave high school college-ready (Greene & Forster, 2003). "If all ethnic groups had the same educational attainment and earnings as whites, total personal income in the state [Missouri] would be about \$1 billion higher, and the state would realize an estimated \$357 million in additional tax revenues" (National Center for Public Policy in Education, 2004, p.11). "The median earnings of a high school graduate are 43% higher than those of a non-graduate, and those of a college graduate are 62% higher than those of a high school graduate" (Achieve, 2005, p.7; see also Carnevale & Desrochers, 2001, pp.53-4). Clearly, the success, or lack thereof, of America's high schools is not only a matter of educational interest, but one of economic interest as well. Further, a well-educated society is fundamental for a democratic society.

As recently as January 12, 2005, President Bush announced his intentions to bring focus to the critical need to reform today's high schools. His proposals seek to "ensure that every high school student graduates with the skills needed to succeed in college and in a globally competitive workforce" (Office of the White House Press Secretary, 2005, p.1). In September, 2004, National Governors Association Chairman, Mark Warner of Virginia, launched a yearlong initiative, "Redesigning the American High School." The intentions of that effort are to "spur states to enact tangible systemwide reforms of high schools" (Achieve, 2005, p.2). The governors met in Washington, D.C. on February 26-27, 2005, "to form a strategy that restores value to our nation's high schools and keeps our promise to future generations of young workers and citizens" (Achieve, 2005, p.i). The work of the Missouri High School Task Force has both preceded and paralleled these most recent national efforts to study and reform high schools.

On May 11, 2004, the Missouri High School Task Force (members listed in Attachment A) met and received the group's charge from Commissioner D. Kent King:

- How do we ensure that all graduates are prepared to successfully enter college or the world of work?
- What does a high school look like where all students are "proficient?"

As Commissioner King articulated this charge, he explained that the Task Force might focus on issues such as graduation requirements, exit exams, academic rigor, and changes needed in the very nature of how high schools function. The Task Force began with a discussion designed to describe what a high school graduate should look like by the end of this decade. The group concluded that the graduate should possess:

- Strong academic skills equivalent to what will be needed in the near and distant future as entry level into college, vocational school, and the work force.

- An interest and capacity to be a lifelong learner/teacher.
- A knowledge of self...
 - Self-discipline
 - Self-confidence
 - Self-advocate
- The capacity to be a contributor to the community and the world.

While this was not an effort to develop an exhaustive definition, the results of the discussion served as a framework for the group's task. The group discussed "strengths" and "concerns" about Missouri's high schools and transitioned into detailed study of key issues. Meeting monthly for a year, the Task Force read and discussed reports, interacted with experts, and shared personal insights through specific examples and experiences. Throughout the year, the significance of the issues and the difficult challenges of addressing the issues became increasingly evident. As the work of the Task Force progressed, the group narrowed its focus to three policy issues that seemed to be the most appropriate for statewide policy reform. The three issues were:

- (1) State Graduation Requirements
- (2) State Graduation Exit Exam
- (3) State Differentiated Diplomas

The Task Force also concluded that it would be critical to share with the educators of the state a set of "principles of high school reform" that would help guide the evolution of today's high schools into the types of schools that would best address the needs of tomorrow's older adolescents. The three primary sections of this report address each of the policy issues. The Task Force did not have adequate time to address the "principles" but does recommend that either the existing Task Force or a sub-set of the Task Force continue to work on the development of a set of "principles for high school reform" that can serve as a guide to the high school and district leaders of the state as they consider how to make their high schools a setting "where all students are proficient."

The following sections describe the three major policy recommendations from the High School Task Force. The final section addresses the interrelatedness of the recommendations and the potential impact associated with full implementation of the three recommendations.

Recommendation One: State Graduation Requirements

A national trend of increasing graduation requirements exists as a step toward improving academic rigor in high schools in spite of concerns that increasing graduation requirements may result in increased dropout rates (Martinez & Bray, 2002; NCES, 2004). Currently, 22 credits is the state minimum for graduation (Missouri Department of Elementary and Secondary Education, 2002). A state department of education report from April 2004 notes that approximately 85% of Missouri's high schools already require at least 24 credits for graduation (Missouri Department of Elementary and Secondary Education, 2004). However, increasing graduation requirements alone will have little impact on academic rigor across the state if there is inconsistency in the curriculum and instruction for the credits. Currently, a course offered in one high school may have vastly different expectations, curriculum, and instruction than a course by the same name in another high school.

To address these issues, the Task Force recommends an increase in minimum graduation credits from 22 to 24 and a corresponding focus on the Show-Me Standards and Grade Level Expectations (GLEs) that define the knowledge and performances students must demonstrate to

earn each credit. The Task Force recommends increasing minimum requirements in Communication Arts, Social Studies, Mathematics, and Science by one credit each and adding 1/2 credit of Health Education while reducing the number of elective credits from 10 to 7 1/2 units. The Task Force also recommends the insertion of demonstrated knowledge and competence in “personal economics” much as the existing requirements require demonstrated mastery of the Constitutions of both Missouri and the United States. The recommended credits and the competency standards/GLEs associated with each credit are listed in Attachment B.

The Task Force makes these recommendations with the full understanding that increasing requirements can result in increased dropout rates if schools are not prepared to implement strategies to identify students at risk and then personalize the educational experiences for those students. This “personalized” process requires the acquisition of quality assessment data throughout a student’s education and the design of learning experiences from those data.

Recommendation Two: Graduation Exit Examination

Another national policy trend has been an increase in graduation exit exams across the nation. The High School Task Force studied this issue extensively and utilized external experts from ACT and the Center on Education Policy.

In most instances, when the term “Exit Exam” is used it implies a “high stakes” exam, often administered at the conclusion of specific courses during grades 9, 10, or 11, or during the spring of the student’s junior year. A high-stakes exam means a student must score at a specified level as one criterion for graduation. A non-high stakes exam is more of a “student assessment” that provides data for program and instructional changes, early interventions, and student remediation. It can also certify that students are ready for the work force or college. The High School Task Force chose to distinguish between “non-high stakes” and “high stakes” exams.

The recommendation of the Task Force is that Missouri implement a “non-high stakes” graduation assessment that would begin in the spring of the junior year and provide opportunities for students to retake the assessment as appropriate. Lengthy deliberation took place among Task Force members regarding high stakes versus non-high stakes; and, without consensus on this issue, the Task Force recommends a non-high stakes exam.

The recommendation of a non-high stakes exam includes the following additional recommendations:

- Implementation of a statewide, Show-Me Standards/GLE-based high school assessment (exit exam) that displaces the current high school MAP assessment.
- That the assessment be some form of national standardized test with a Missouri add-on component.
- That the assessment be “phased-in” over multiple years, not immediately implemented.
- That the assessment be given during the junior year and directly correlated to assessments given during the prior high school years.

A non-high stakes assessment can lead to increased student success if schools and districts design and implement strategies for remediating student deficiencies identified through the assessment. The assessment can also lead to increased student success as schools and districts design and implement strategies for early intervention and remediation as well as enrichment and advanced study grounded in the expectations of the exit assessment. Other positive consequences of the assessment would be greater assurance that graduates have the prerequisite competencies for post-secondary education or the work force.

Recommendation Three: Differentiated Diplomas

The final policy recommendation of the Task Force addresses the implementation of different types of diplomas to distinguish between the levels of accomplishment of graduates. The Task Force recommends the implementation across the state of a minimum two-tiered diploma program:

- Tier One would be a “basic diploma” representing the earning of 24 credits.
- Tier Two would represent the earning of at least 24 credits and a state specified score on the state graduation assessment. The specific score would be established once adequate data have been collected to determine an appropriate score.

The Task Force also recommends that the state encourage all districts to implement additional tiers if the use of additional tiers meets the district’s community needs and expectations. The criterion scores for each additional tier should be defined when an adequate volume of assessment data have been accumulated to determine appropriate standards.

The Task Force realizes that time will be required to allow students, parents, and the public to adapt to the use of a new diploma process. Once established, however, the tiered diploma system will have greater utility for potential employers in the work force and institutions of post-secondary education. The tiered diploma will foster student accountability for their assessment score, increase parent awareness of achievement levels as students approach graduation, and potentially reduce the necessity for remediation for both employers and post-secondary institutions.

Collective Effect of the Recommended Policy Changes

Throughout the past year, the High School Task Force has attempted to maintain a “big picture” perspective on the issues studied. In so doing, the Task Force recommends policy changes that are mutually supportive and thus provide a framework for collective impact. The three recommendations are grounded directly in the Show-Me Standards and Grade Level Expectations of the state. Therefore, the curricular standards that meet the graduation credit expectations will be the same standards that establish the competencies for the graduation assessment, and the level of success on the graduation assessment defines the type of diploma a student earns.

Missouri’s public high schools will be obligated to define their programs, their expectations, and their strategies for addressing the needs of each student within this framework. Early interventions will be essential for students to be successful on the graduation assessment. Such interventions should obviously begin in elementary school and continue through middle school, but must, of necessity, be established in high school and designed to identify students of potential failure and address their needs. High school can no longer “offer” courses and programs and expect students to adapt to those offerings and expectations. High schools will be obligated to diagnose needs and provide programs that remediate and support students at risk while simultaneously stimulating the work of those in the “middle of the pack” and challenging those who achieve at the highest level.

Most high schools of today, as Commissioner King noted in his early comments to the Task Force, “look much like high schools did thirty years ago.” Missouri can no longer afford to implement a model of high school education grounded in an efficiency model designed for an industrial society when today’s students and the students of the near future will be required to function in an informational and service-oriented society.

The above recommendations provide only broad policy considerations that will not directly change the very core of what happens in each and every high school in the state. They can, however, establish a foundation and deliver a message to both the educators of the state and to the public of the state that high school reform must take place, that these are initial steps in the direction of reform, and that the real work of reform begins when the administrators and teachers in Missouri's high schools look inward with deep introspection and begin to change the very nature of how they provide education for their students. Every research document and school-based story that the Task Force studied, heard, or read sounded the alarm that high schools must change. The High School Task Force is optimistic that the recommendations set forth in this document provide an important first step toward significant High School reform. The next step is establishing a set of principles for high school reform and providing support to help Missouri's high schools achieve those principles.

Attachment A: Missouri High School Task Force Membership

Name	Organization
Gary Altman	Teacher, Anderson Alternative High School, Kansas City 33 School District
Regenia Briggs	Director, Hillyard Technical Center, St. Joseph
Ted Davis	Superintendent, Nevada R-V School District
David Dillard	Director, Arcadia Valley Career Technology Center
Mary Dockery	Teacher, Clopton High School, Pike County R-III School District
John Gaal	Director, Carpenter's District Council of Greater St. Louis
James Grant	Dean, Student Services, Moberly Area Community College
Jerry Harter	School Board Member, Purdy R-II School District
Lauretta Holloway	Principal, Central Middle School, Parkway C-2 School District
Pam Hughes	Interim Superintendent, St. Louis City Public Schools
Martin Jacobs	Principal, Liberty High School, Liberty 53 School District
Stan Johnson	Assistant Commissioner, Division of School Improvement, Department of Elementary and Secondary Education
Jim King	Executive Director, Missouri Association of Secondary School Principals
Kathy Kuo	School Board Member, Ritenour School District
Dave Lankford	Vice President, Missouri Chamber of Commerce and Industry
David McGehee	Superintendent, Raymore-Peculiar R-II School District
David Mitchem	Executive Director, Missouri Training and Employment Council
Becky Oakes	Executive Director, Missouri State High School Activities Association
Connie Peterson	Counselor, Parkview High School, Springfield School District
Marcia Petrus	Teacher, Holt High School, Wentzville R-IV School District
Debra Kay Schatz	Assistant Director of Admissions, University of Missouri-Rolla
Bragg Stanley	Director, Guidance and Counseling, Department of Elementary and Secondary Education
Robert Steffes	Principal, Lewis & Clark Middle School, Jefferson City School District
Jerry Valentine	Professor, University of Missouri-Columbia
Ginny Vandelicht	Assistant Director, School Improvement and Accreditation, Department of Elementary and Secondary Education
Sandy White	Counselor, Stewartsville High School, Stewartsville C-2 School District
Tom Williams	Principal, Sikeston High School, Sikeston R-6 School District

Attachment B: Graduation Requirement Recommendation

Content Area	Cr	Requirements
Communication Arts	4	Competence in the Communication Arts Standards/GLEs for the areas of: <ul style="list-style-type: none"> • Reading • Writing • Listening and Speaking • Information Literacy
Social Studies	3	Competence in the Social Studies Standards/GLEs for the areas of: <ul style="list-style-type: none"> • Principles of Constitutional Democracy • United States History • World History • Principles and Processes of Governance Systems • Economic Concepts and Principles • Elements of Geographical Study and Analysis • Relationships of Individual and Groups to Institutions and Trading • Tools of Social Science Inquiry
Mathematics	3	Competence in the Mathematics Standards/GLEs for the areas of: <ul style="list-style-type: none"> • Number and Operations • Algebraic Relationships • Geometric and Spatial Relationships • Measurement • Data and Probability
Science	3	Competence in the Science Standards/GLEs for the areas of: <ul style="list-style-type: none"> • Properties and Principles of Matter and Energy • Properties and Principles of Force and Motion • Characteristics and Interactions of Living Organisms • Changes in Ecosystems and Interactions of Organisms with Their Environment • Processes and Interactions of the Earth's Systems (Geosphere, Atmosphere, Hydrosphere) • Composition and Structure of the Universe and the Motion of Objects within it • Processes of Scientific Inquiry • Impact of Science, Technology and Human Activity
Fine Arts and/or Practical Arts	2	Competence in the Fine and/or Practical Arts Standards/GLEs: <ul style="list-style-type: none"> • Fine Arts Standards/GLEs to be determined and/or • Practical Arts Standards/GLEs to be determined
Physical Education	1	Competence in the Physical Education Standards/GLEs to be determined
Health Education	1/2	Competence in the Health Standards/GLEs to be determined
Electives	7 1/2	
Totals	24	

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Acknowledgements

The Task Force wishes to acknowledge the efforts of several individuals who provided expertise and assistance.

Sharon Schattgen and Walt Brown from the Missouri Department of Elementary and Secondary Education made three presentations and shared detailed information and insight about Missouri assessment practices.

James Morris from ACT described the “fit” between the ACT and existing Missouri Show-Me Standards and GLEs. The ACT staff also provided a detailed report for our analysis.

Keith Gayler from the Center on Education Policy described in detail the successes and failures of exit exams across the nation and provided copies of the Center’s latest report on exit exams (*State High School Exit Exams: A Maturing Reform; Pay Now or Pay Later: The Hidden Costs of High School Exit Exams*)

Marilyn Durham and Clark Mershon from the North Kansas City School District made a presentation about their differentiated graduation diplomas, discussed their program, and provided copies of their materials for the Task Force.

The Task Force would especially like to thank Robin Coffman, Matt Goodman, and Bob Steffes for their behind-the-scenes support of this project. Robin kept us organized and facilitated the efficient operation of our meetings. Matt served as our record keeper and assisted the Chair and the Task Force with research and organizational tasks. Bob provided the use of his school facilities for our meetings. Each contribution positively impacted our work.

AGENDA ITEM SUMMARY

AGENDA ITEM

Academic Program Actions
Coordinating Board for Higher Education
June 9, 2005

DESCRIPTION

All program actions that have occurred since the April 14, 2005, Coordinating Board meeting are reported in this consent calendar item.

STATUTORY REFERENCE

Sections 173.005.2(1), 173.005.2(7), 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 Deleted

MCC – Blue River Community College

- C0, Accounting Assistant
- C0, Entrepreneurial Studies – Level I
- C0, Supply Chain Logistics
- C1, Accounting Clerk
- C1, Computerized Office Systems
- C1, Supervision
- AAS, Accounting
- AAS, Business, General
- AAS, Management

MCC – Business and Technology College

- C0, Entrepreneurial Studies – Level I
- C0, Supply Chain Logistics

MCC – Longview Community College

- C0, Accounting Assistant
- C0, Entrepreneurial Studies – Level I
- C0, Supply Chain Logistics
- C1, Accounting Clerk
- C1, Computerized Office Systems
- C1, Supervision
- AAS, Accounting
- AAS, Business, General
- AAS, Management

MCC – Maple Woods Community College

- C0, Accounting Assistant
- C0, Entrepreneurial Studies – Level I
- C0, Supply Chain Logistics
- C1, Accounting Clerk
- C1, Computerized Office Systems
- C1, Supervision
- AAS, Accounting
- AAS, Business, General
- AAS, Correctional Science
- AAS, Management

MCC – Penn Valley Community College

- C0, Accounting Assistant
- C0, Entrepreneurial Studies – Level I
- C0, Supply Chain Logistics
- C1, Accounting Clerk

C1, Computerized Office Systems
C1, Supervision
AAS, Accounting
AAS, Business, General
AAS, Management

Mineral Area College

AS, Marketing Distribution Business Management (Farmington)

William Woods University

BA, Math (Sec. Ed. Certification)

II. Approved Changes in Academic Programs

Harris-Stowe State College

1. Current Program on Inactive Status:
BS, Hospitality and Tourism Management (Inactive)

Approved Change:
Reactivate program

Program as Changed:
BS, Hospitality and Tourism Management (Active)

MCC – Blue River

1. Current Programs:
AAS, Accounting
AAS, Business, General
AAS, Management
Accounting
Administrative Assistant
Computer Science/Info Systems
Marketing & Retailing
Office Management

Approved Changes:
Combine AAS in Accounting, AAS in Business, General, and AAS in Management to form AAS in Business with four options
Add one-year certificate (C1) in Administrative Support Assistant

Programs as Changed:
AAS, Business
Accounting
Logistics Management
Management
Office Management
C1, Administrative Support Assistant

2. Current Program:
AAS, Police Science

Approved Changes:
Re-title AAS in Police Science to AAS in Criminal Justice with one option in Police Science

Program as Changed:
AAS, Criminal Justice
Police Science

3. Current Program:
AAS, Computer Science/Inform. Syst./Software

Approved Changes:
Re-title from AAS in Computer Science/Inform. Syst./Software to AAS in Computer Science and Information Systems
Add five options (Database Management, Interactive Media, Networking, Programming, and Technical Support)

Program as Changed:
AAS, Computer Science and Information Systems
Database Management
Interactive Media
Networking
Programming
Technical Support

4. Current Program:
AS, Computer Science

Approved Changes:
Change degree nomenclature from AS in Computer Science to Associate of Computer Science (ACS)
Add two options (Computer Science and Computer Information Systems)

Program as Changed:
ACS, Computer Science
Computer Science
Computer Information Systems

MCC – Business and Technology College

1. Current Program:
AAS, Management
Construction Management

Approved Changes:

Re-title AAS in Management to AAS in Business and add four options
(Accounting, Logistics Management, Management, and Office
Management)

Add one-year certificate (C1) in Administrative Support Assistant

Programs as Changed:

AAS, Business
Accounting
Construction Management
Logistics Management
Management
Office Management
C1, Administrative Support Assistant

2. Current Program:

AAS, Computer Science/Inform. Syst./Software
Cisco

Approved Changes:

Re-title from AAS in Computer Science/Inform. Syst./Software to AAS in
Computer Science and Information Systems

Add five options (Database Management, Interactive Media, Networking,
Programming, and Technical Support)

Program as Changed:

AAS, Computer Science and Information Systems
Cisco
Database Management
Interactive Media
Networking
Programming
Technical Support

3. Current Program:

AS, Computer Science offered at MCC's other four campuses

Approved Changes:

Change degree nomenclature from AS in Computer Science to Associate of
Computer Science (ACS)

Add two options (Computer Science and Computer Information Systems)

Expand program offering to include Business and Technology College

Program as Changed:

ACS, Computer Science
Computer Science
Computer Information Systems

4. Programs on Inactive Status at Maple Woods Campus:
AAS, Electronics Technology (Inactive)
AAS, Electronics Engineering Technology (Inactive)

Approved Changes:

Reactivate AAS in Electronics Technology and AAS in Electronics Engineering Technology
Relocate AAS in Electronics Technology and AAS in Electronics Engineering Technology from Maple Woods campus to the Business and Technology College

Programs as Changed:

AAS, Electronics Technology
AAS, Electronics Engineering Technology

MCC – Longview Community College

1. Current Programs:

AAS, Accounting
AAS, Business, General
AAS, Management
Accounting
Administrative Assistant
Computer Science/Info Systems
Marketing & Retailing
Office Management

Approved Changes:

Combine AAS in Accounting, AAS in Business, General, and AAS in Management to form AAS in Business with four options (Accounting, Logistics Management, Management, and Office Management)
Add one-year certificate (C1) in Administrative Support Assistant

Programs as Changed:

AAS, Business
Accounting
Logistics Management
Management
Office Management
C1, Administrative Support Assistant

2. Current Program:

AAS, Correctional Science
Drug Addiction Services
Juvenile Services
Mental Health Services

Approved Changes:

Re-title AAS in Correctional Services to AAS in Criminal Justice
Delete two options (Drug Addiction Services and Mental Health Services)
Add one option (Adult Corrections)

Program as Changed:

AAS, Criminal Justice
Adult Corrections
Juvenile Services
Drug Addiction Services (Deleted)
Mental Health Services (Deleted)

3. Current Program:

AAS, Computer Science/Inform. Syst./Software

Approved Changes:

Re-title from AAS in Computer Science/Inform. Syst./Software to AAS in
Computer Science and Information Systems
Add five options (Database Management, Interactive Media, Networking,
Programming, and Technical Support)

Program as Changed:

AAS, Computer Science and Information Systems
Database Management
Interactive Media
Networking
Programming
Technical Support

4. Current Program:

AS, Computer Science

Approved Changes:

Change degree nomenclature to Associate of Computer Science (ACS)
Add two options (Computer Science and Computer Information Systems)

Program as Changed:

ACS, Computer Science
Computer Science
Computer Information Systems

MCC – Maple Woods Community College

1. Current Programs:

AAS, Accounting
AAS, Business, General
AAS, Management
Accounting

Computer Science/Info Systems

Approved Changes:

Combine AAS in Accounting, AAS in Business, General, and AAS in Management to form AAS in Business with four options (Accounting, Logistics Management, Management, and Office Management)
Add one-year certificate (C1) in Administrative Support Assistant

Programs as Changed:

AAS, Business
Accounting
Logistics Management
Management
Office Management
C1, Administrative Support Assistant

2. Current Program:

AAS, Computer Science/Inform. Syst./Software

Approved Changes:

Re-title from AAS in Computer Science/Inform. Syst./Software to AAS in Computer Science and Information Systems
Add five options (Database Management, Interactive Media, Networking, Programming, and Technical Support)

Program as Changed:

AAS, Computer Science and Information Systems
Database Management
Interactive Media
Networking
Programming
Technical Support

3. Current Program:

AS, Computer Science

Approved Changes:

Change degree nomenclature to Associate of Computer Science (ACS)
Add two options (Computer Science and Computer Information Systems)

Program as Changed:

ACS, Computer Science
Computer Science
Computer Information Systems

MCC – Penn Valley Community College

1. Current Programs:

AAS, Accounting
AAS, Business, General
AAS, Management
 Correctional Services
 Computer Science/Info Systems
 Marketing & Retailing

Approved Changes:

Combine AAS in Accounting, AAS in Business, General, and AAS in Management to form AAS in Business with four options (Accounting, Logistics Management, Management, and Office Management)
Add one-year certificate (C1) in Administrative Support Assistant

Programs as Changed:

AAS, Business
 Accounting
 Logistics Management
 Management
 Office Management
C1, Administrative Support Assistant

2. Current Program:

AAS, Correctional Science
 Drug Addiction Services
 Juvenile Services
 Mental Health Services

Approved Changes:

Re-title AAS in Correctional Science to AAS in Criminal Justice
Delete two options (Drug Addiction Services and Mental Health Services)
Add one option (Adult Corrections)

Program as Changed:

AAS, Criminal Justice
 Adult Corrections
 Juvenile Services
 Drug Addiction Services (Deleted)
 Mental Health Services (Deleted)

3. Current Program:

AAS, Computer Science/Inform. Syst./Software

Approved Changes:

Re-title from AAS in Computer Science/Inform. Syst./Software to AAS in Computer Science and Information Systems
Add five options (Database Management, Interactive Media, Networking, Programming, and Technical Support)

Program as Changed:

AAS, Computer Science and Information Systems
Database Management
Interactive Media
Networking
Programming
Technical Support

4. Current Programs:

C1, Paralegal Technology
AAS, Paralegal Technology

Approved Changes:

Re-title C1 in Paralegal Technology to C1 in Paralegal Practice
Re-title AAS in Paralegal Technology to AAS in Paralegal Practice

Programs as Changed:

C1, Paralegal Practice
AAS, Paralegal Practice

5. Current Program:

AAS, Child Growth and Development
Family Studies
Infant Toddler
Preschool
School Age Children
Special Needs

Approved Change:

Delete all five options (Family Studies, Infant Toddler, Preschool,
School Age Children, and Special Needs)

Program as Changed:

AAS, Child Growth and Development
Family Studies (Deleted)
Infant Toddler (Deleted)
Preschool (Deleted)
School Age Children (Deleted)
Special Needs (Deleted)

6. Current Program:

AS, Computer Science

Approved Change:

Change degree nomenclature from AS in Computer Science to Associate of
Computer Science (ACS)

Add two options (Computer Science and Computer Information Systems)

Program as Changed:

ACS, Computer Science
Computer Science
Computer Information Systems

Northwest Missouri State University

1. Current Program:

MBA, Business Administration (St. Joseph)
Accounting
Agricultural Economics
Business, General
Management Information Systems
Quality Management

Approved Change:

Add Health Care option (collab. with Kirksville College of Osteopathic Medicine)

Program as Changed:

MBA, Business Administration (St. Joseph)
Accounting
Agricultural Economics
Business, General
Health Care
Management Information Systems
Quality Management

State Fair Community College

1. Current Programs:

C1, Medical Office Assisting (Sedalia)
C1, Office Assisting (Sedalia)
C1, Industrial Electronics Technology (Sedalia and Camdenton)
C1, Industrial Maintenance Technology (Sedalia, Eldon, Boonville, Marshall, and Clinton)
AAS, Accounting/Computer Information Systems (Sedalia)
AAS, Radiation Technology (Sedalia)
AAS, Computer Information Systems – Web Development (Sedalia)
AAS, Computer Information Systems – Networking (Camdenton)
AAS, Industrial Maintenance Technology (Boonville, Marshall, Clinton, and Warrensburg)

Approved Change:

Title changes

Programs as Changed:

C1, Secretarial Science w/Emphasis in Medical Office Administration
(Sedalia)

C1, Secretarial Science w/Emphasis in Office Administration (Sedalia)
C1, Industrial Technology w/Emphasis in Electricity/Electronics
(Sedalia and Camdenton)
C1, Industrial Technology w/Emphasis in Industrial Maintenance
(Sedalia, Eldon, Boonville, Marshall, and Clinton)
AAS, Computer Information Systems w/Emphasis in Accounting (Sedalia)
AAS, Radiologic Technology (Sedalia)
AAS, Web Development (Sedalia)
AAS, Network Administration (Camdenton)
AAS, Industrial Technology w/Emphasis in Industrial Maintenance
(Boonville, Marshall, Clinton, and Warrensburg)

2. Current Program:

AAS, Networking (Sedalia)
PC Technician

Approved Change:

Combination program formed in 2004 returned to two separate programs

Programs and Changed:

AAS, Networking (Sedalia)
PC Technician
AAS, Computer Information Systems – Programming (Sedalia)

3. Current Programs Delivered at Camdenton Site:

C1, Industrial Electronics/Electricity Technology
C1, Marine Technology
AA, General Studies (through ITV and online instruction)
AAS, Computer Information Systems – Networking
AAS, Computer Information Systems – Programming
AAS, Marine Technology
Personal Watercraft
Outboard Motors
Stern Drive

Approved Change:

Relocate programs from Camdenton site to Osage Beach site
3797 Highway 54, Unit C1 (Stone Crest Mall), Osage Beach

Programs as Relocated to Osage Beach Site:

C1, Industrial Electronics/Electricity Technology
C1, Marine Technology
AA, General Studies (through ITV and online instruction)
AAS, Computer Information Systems – Networking
AAS, Computer Information Systems – Programming
AAS, Marine Technology
Personal Watercraft
Outboard Motors

Stern Drive

University of Missouri – Columbia

1. Current Programs:

MS, Nuclear Engineering
Health Physics
Medical Physics
Ph.D., Nuclear Engineering

Approved Change:

Add Graduate Certificate (GRCT)

Programs as Changed:

MS, Nuclear Engineering
Health Physics
Medical Physics
Ph.D., Nuclear Engineering
GRCT, Nuclear Engineering

2. Current Programs:

Ed.D., Educational Leadership
Ph.D., Educational Leadership and Policy Analysis

Approved Change:

Add Graduate Certificate (GRCT)

Programs as Changed:

Ed.D., Educational Leadership
Ph.D., Educational Leadership and Policy Analysis
GRCT, Education Policy

University of Missouri – Rolla

1. Current Program:

BA/BS, Psychology
Human Resources/Personnel
Human Services
Research Psychology
Sports Psychology
Usability of Technology

Approved Changes:

Change title of Research Psychology option to Cognitive Neuroscience
Add option in Psychology of Leadership
Delete option in Sports Psychology

Program as Changed:

BA/BS, Psychology

Cognitive Neuroscience
Human Resources/Personnel
Human Services
Psychology of Leadership
Usability of Technology

University of Missouri – St. Louis

1. Current Program:

MS, Gerontology

Approved Change:

Add Graduate Certificate (GRCT)

Program as Changed:

MS, Gerontology

GRCT, Long-Term Care Administration

III. Program Changes Received and Reviewed (Independent Colleges and Universities)

William Woods University

1. Current Program:

BS, Business Administration (Fulton)

Advertising/Marketing

Economics/Finance

International Business

Management

Approved Change:

Add option in Management Information Systems

Program as Changed:

BS, Business Administration (Fulton)

Advertising/Marketing

Economics/Finance

International Business

Management

Management Information Systems

2. Current Program:

BS, Business Management (Columbia and Jefferson City)

Approved Change:

Add option in Human Resources

Program as Changed:

BS, Business Management (Columbia and Jefferson City)

Human Resources

IV. Programs Withdrawn

Moberly Area Community College

AA, Associate of Arts (off-site delivery at Ashland)

V. New Programs Approved

Central Missouri State University

BS, Engineering Technology (Functional Major)

MS, Criminal Justice (on-site and online program delivery at Des Moines Area Community College in Ankeny, IA)

Crowder College

AAS, Paramedical Science

C1, Paramedical Science

Metropolitan Community Colleges

C1, Geographic Information Systems (Longview and Maple Woods Community Colleges)

Mineral Area College

AAS, Paramedic Technology

C1, Medical Coding

Missouri Southern State University – Joplin

BS, Industrial Engineering Technology

Missouri Western State College

BS, Theatre and Video

Performance – Theatre/Video Technology

Performance – Directing

Theatre/Video Technology – Directing

BS, Music

Business

Music Technology

(Articulated Music Technology program option with Kansas City, KS Community College. MWSC is encouraged to develop articulation agreements with Missouri institutions that offer the appropriate music technology coursework.)

Southwest Missouri State University

BS, Construction Management

BS, Logistics and Transportation

DPT, Doctor of Physical Therapy

(A transitional DPT program will also serve recent graduates of SMSU's Master of Physical Therapy (MPT) program and other qualified applicants for a period of eight years following implementation of the DPT program)

Southwest Missouri State University – West Plains

C1, Entrepreneurship
AAS, Entrepreneurship
AAS, Respiratory Therapy

University of Missouri – Columbia

BS, Information Technology
Information Systems
Networks and Wireless Technologies
Media Technologies

VI. New Programs Reviewed (Independent Colleges and Universities)

Central Methodist University

MS, Clinical Counseling (for delivery in Fayette, Park Hills, and Union)

Kansas City University of Medicine and Bioscience

MS, Biomedical Sciences

William Woods University

BS, Exercise Science
BS, Human Services Administration (for delivery in Fulton, Columbia, and Jefferson City)
BS, Marketing (for delivery in Columbia and Jefferson City)

AGENDA ITEM SUMMARY

AGENDA ITEM

Proprietary School Certification Actions and Reviews
Coordinating Board for Higher Education
June 9, 2005

DESCRIPTION

All program actions that have occurred since the April 14, 2005 Coordinating Board meeting are reported in this information 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)

Baker University
Florissant, Missouri

This Higher Learning Commission (NCA) accredited, not-for-profit institution is based in Baldwin City, Kansas. The school was previously authorized to offer instruction in the Kansas City metropolitan area from a main location in Lee's Summit. This action authorizes the institution to deliver its Master of Arts in Education program at Northview School, Special School District of St. Louis County, in Florissant. Baker University's teacher education program also holds accreditation from the National Council for Accreditation of Teacher Education (NCATE).

Hi-Tech Charities
St. Louis, Missouri

This not-for-profit school is operated by Hi-Tech Charities, Inc., a community development corporation that serves underserved individuals, businesses and communities in the St. Louis area. The school offers two nondegree instructional programs in business management and computer software, with the intent of creating opportunities that enable all students to receive entrepreneurship education, professional-skills training and employment readiness. This school is not accredited.

Montessori Training Center of St. Louis
St. Louis, Missouri

This not-for-profit school has operated in the St. Louis area for a number of years, based in the Chesterfield Montessori School, but only recently came to the attention of the department as requiring certification to operate. Although the school is not accredited, it is affiliated with the Association Montessori Internationale, one of the major organizations within the Montessori education field. The school trains teachers for employment as Montessori teachers through its AMI Primary Teacher Training Course.

Mid-West Dental Assistant School
Independence, Missouri

This for-profit school was developed as part of a full-time dental practice in order to attempt to meet the area's need for well-trained and efficient chairside dental assistants. The school offers a single, nondegree program in dental assisting requiring approximately 12 weeks to complete. This school is not accredited.

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

Virginia College – Technical
Pelham, Alabama

This action authorizes this for-profit school based in Pensacola, Florida to recruit students from the state of Missouri to enroll at its Alabama campuses. Virginia College was established in 1983 in Roanoke, Virginia and acquired the Pensacola campuses in 1991. The school offers a range of associate degree and nondegree programs in automotive collision/refinishing and automotive/light diesel technologies. The school is accredited by the Accrediting Council of Independent Colleges and Schools.

Applications Pending Approval (Authorization for Instructional Delivery)

Missouri International University
St. Louis, Missouri

This proposal is a resubmission of a previously withdrawn application to establish a private, not-for-profit institution offering degrees in southern and southeastern Asia with administrative offices in the state of Missouri. The proposal includes a single instructional program, a Master of Business Administration, with all coursework delivered using a blended system of classroom instruction, distance education and, independent study. The school is not accredited.

Applications Pending Approval (Authorization Only to Recruit Students)

None

Applications Pending Approval (Annual Recertification)

The following is a listing of schools that are certified to operate by the Coordinating Board for Higher Education for the 2004-2005 certification year, which ends June 30, 2005. The listed schools have submitted applications for recertification and those applications are under review by the Proprietary School Certification Program staff. Pending satisfactory response to the staff review, it is expected that all listed schools will receive a certificate of approval for the 2005-2006 certification year beginning on July 1, 2005.

Authorization for Instructional Delivery

A Gathering Place-Wellness Ed. Center*
A Technological Advantage

Florissant, MO
St. Louis, MO

Coordinating Board for Higher Education
June 9, 2005

Adlard School of Dental Assisting	Independence, MO
Advanced Dental Careers	Ballwin, MO
Allied College*	Maryland Heights, MO
American College of IT	Saint Joseph, MO
American Trade School	Overland, MO
American Truck Training	Kansas City, MO
American Woodworking Academy	Fenton, MO
Aviation Institute of Maintenance	Kansas City, MO
Baker University**	Lee's Summit, MO
Baker University**	Florissant, MO
Barbizon School of Clayton	Clayton, MO
Broadcast Center	St. Louis, MO
Brunswick School of Auctioneering	Brunswick, MO
Bryan College	Springfield, MO
Bryman College**	Earth City, MO
C-1 Truck Driver Training	St. Louis, MO
C-1 Truck Driver Training	Strafford, MO
Career Alternatives Learning Center	Bridgeton, MO
Central Michigan University**	Kansas City, MO
Colorado Technical University**	Kansas City, MO
Commercial Driver Training	Sikeston, MO
ComSkill Learning Center of Kansas City	Kansas City, MO
Concorde Career College	Kansas City, MO
Court Reporting Academy	Smithville, MO
Daruby School*	St. Louis, MO
DeVry University**	Kansas City, MO
DeVry University-Downtown KC**	Kansas City, MO
DeVry University-Downtown STL**	St. Louis, MO
DeVry University-West County STL**	St. Louis, MO
Foley-Belsaw Institute	Kansas City, MO
Global University	Springfield, MO
Graceland University**	Independence, MO
Graceland University**	Trenton, MO
H & R Block Eastern Tax Service*	Kansas City, MO
Heartland Horseshoeing School	Lamar, MO
Heritage College**	Kansas City, MO
Hickey College	St. Louis, MO
High Tech Institute**	Kansas City, MO
IHM Health Studies Center	St. Louis, MO
Image Body and Beauty Institute	St. Joseph, MO
Indian Hills Community College**	Unionville, MO
International Institute of Metro St. Louis	St. Louis, MO
International School of Professional Bartending	Kansas City, MO
ITT Technical Institute**	Arnold, MO
ITT Technical Institute	Earth City, MO
ITT Technical Institute**	Kansas City, MO

Jackson Hewitt Tax School	Kansas City, MO
John Robert Powers International	St. Louis, MO
Kansas City Center/Montessori Education	Kansas City, MO
Kansas City College	Kansas City, MO
L'Ecole Culinaire	St. Louis, MO
Lesley University-Blue Springs**	Blue Springs, MO
Lesley University-Columbia**	Columbia, MO
Lesley University-N. Kansas City**	N Kansas City, MO
Massage Therapy Institute of Missouri	Columbia, MO
Massage Therapy Training Institute	Kansas City, MO
MERS/Missouri Goodwill Industries*	St. Louis, MO
Metro Business College*	Cape Girardeau, MO
MidAmerica Nazarene University**	Kansas City, MO
Midwest Institute*	Kirkwood, MO
Midwest Institute of Natural Healing	Kansas City, MO
Midwestern Training Center	Hazelwood, MO
Missouri Auction School	Earth City, MO
Missouri College	St. Louis, MO
Missouri School of Dog Grooming	St. Louis, MO
Missouri Taxidermy Institute	Linn Creek, MO
Missouri Tech	St. Louis, MO
Missouri Welding Institute	Nevada, MO
MVC Computer & Business School	Arnold, MO
National American University*/**	Independence, MO
New Horizons Computer Learning Center	Springfield, MO
NOVA Southeastern University**	Kansas City, MO
NOVA Southeastern University**	Springfield, MO
NOVA Southeastern University**	St. Louis, MO
Nutrition Institute of America	Kansas City, MO
Nu-Way Truck Driver Training Centers	St. Louis, MO
Olivet Nazarene University**	Bourbonnais, IL
On-Line Training Center	Ferguson, MO
Orler School of Massage Therapy Technology	Joplin, MO
Ottawa University**	Lee's Summit, MO
Patricia Stevens College	St. Louis, MO
Petropolis Academy of Pet Grooming	Chesterfield, MO
Pinnacle Career Institute	Kansas City, MO
Pittsburg State University**	Pittsburg, KS
Premier Knowledge Solutions	St. Louis, MO
Professional Fitness Institute	Independence, MO
Professional Massage Training Center	Springfield, MO
Saint Louis Center/Montessori Education	St. Louis, MO
Sanford-Brown College*	Fenton, MO
School of Massage Arts	Nixa, MO
Security Training Center, Inc.	St. Louis, MO
Skyline Aeronautics	Chesterfield, MO

Southern Illinois University-NIMA**	St. Louis, MO
Southern Missouri Truck Driving School	Malden, MO
Springfield College	Springfield, MO
St. Charles Flying Service	St. Charles, MO
St. Charles School of Massage Therapy	St. Charles, MO
St. Louis College of Health Careers*	St. Louis, MO
Stoddard County Career Learning Center	Dexter, MO
Stuppy Mid-America School of Floral Design	N. Kansas City, MO
Susanna Wesley Family Learning Center	East Prairie, MO
TechSkills	St. Louis, MO
TelTemps Training Resources	St. Louis, MO
The Bartending Institute	St. Louis, MO
The Healing Arts Center	Maplewood, MO
Tom Rose School Dog Training & Grooming	High Ridge, MO
Travel Career Academy	Springfield, MO
University of Phoenix**	Kansas City, MO
University of Phoenix**	Springfield, MO
University of Phoenix**	Des Peres, MO
Urban League Business Training Center	St. Louis, MO
University of St. Francis**	Chesterfield, MO
Vatterott College*	St. Ann, MO
Vatterott College-St. Joseph**	St. Joseph, MO
W.T.I. Joplin Campus**	Joplin, MO
Wholistic Life Center School of Massage	Washburn, MO
Witte Truck Driving School	Troy, MO

Authorization Only to Recruit Students

At-Home Professions	Fort Collins, CO
Clinton Technical Institute*	Phoenix, AZ
DeVry University	Phoenix, AZ
High-Tech Institute	Phoenix, AZ
Lincoln Technical Institute*	Indianapolis, IN
Nashville Auto Diesel College	Nashville, TN
National American Univ-Distance Learning	Rapid City, SD
Paducah Technical College	Paducah, KY
Spartan College of Aeronautics & Technology	Tulsa, OK
Tulsa Welding School	Tulsa, OK
Universal Technical Institute	Phoenix, AZ
Universal Technical Institute	Glendale Hgts., IL
Universal Technical Institute	Houston, TX
University of Phoenix Online Campus	Phoenix, AZ
Westwood College	Denver, CO
Westwood College of Aviation Technology	Broomfield, CO
Westwood College-DuPage*	Woodridge, IL
Wyoming Technical Institute*	Laramie, WY

* Denotes main campus of a multi-campus institution.

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

Exemptions Granted

Swift Driver Training Academy
Kansas City, Missouri

Swift Transportation Company, a for-profit over-the-road trucking company based in Memphis, Tennessee, is proposing to operate a driver training facility in Kansas City, Missouri. Although it will eventually seek certification to operate, its initial operation will focus exclusively on training individuals previously hired to drive for Swift. The exemption was granted as “a course of instruction, study or training program sponsored by an employer for the training and preparation of its own employees.” The school is not accredited.

Way of Life Bible Institute and Seminary
St. Louis, Missouri

This religious institution is operated by the Way of Life Outreach Ministry, based in St. Louis, Missouri. The program offers continuing adult education in religious subject areas as well as a Bachelor of Ministry degree program. Exemption was granted as “a not for profit school owned, controlled and operated by a bona fide religious or denominational organization which offers no programs or degrees and grants no degrees or certificates other than those specifically designated as theological, bible, divinity or other religious designation.” The school is not accredited.

Schools Closed

None

AGENDA ITEM SUMMARY

AGENDA ITEM

MDHE Improving Teacher Quality Grants Program: Cycle-4 External Evaluator RFP
Coordinating Board for Higher Education
June 9, 2005

DESCRIPTION

On an annual basis, a competitive grants program funded by the U.S. Department of Education is administered by the MDHE to provide funding of professional development (PD) projects involving K-12/higher education partnerships. In order to ensure systemic research, evaluation, and reports on the individual and collective impact of PD projects, the MDHE, on behalf of the project directors, uses a competitive bid process to select an external evaluator. The intent of this board item is to provide an update on the appointment of an External Evaluator for Cycle-4 of the MDHE Improving Teacher Quality Grants (ITQG) program.

Background

The No Child Left Behind (NCLB) Act of 2001 was signed into law in January 2002. Title II Part A of the NCLB provides the MDHE with approximately \$1.2 million per year for its ITQG program. The priorities of Missouri's ITQG program support PD activities in core academic subjects, math and science in particular, that focus on the following objectives:

- Increase participant's content knowledge and key concepts;
- Improve pedagogical strategies through integration of scientifically-based practices;
- Enhance participant's use of assessment data to monitor the effectiveness of their instruction;
- Increase student academic achievement in math and science content areas; and,
- Demonstrate a measurable impact on pre-service teacher education programs at the partnership's higher education institutions.

To date, 27 projects have been awarded in three (3) contract periods of the ITQG program. The evaluation report for Cycle-1 is located at www.pdeval.missouri.edu/cycle_1.html. Evaluation of Cycle-2 and Cycle-3 projects is currently underway.

Process of Identifying the Common Evaluation Team

The MDHE anticipates continued federal funding in support of higher education/K-12 partnerships for professional development of K-12 teachers. A major goal is to ensure highly focused, data-driven professional development that will be guided and designed around effective program evaluation.

Coordinating Board for Higher Education
June 9, 2005

A draft of a Request for Proposals (RFP) for the Cycle-4 Evaluation Project has been submitted to the Office of Administration (OA), Division of Purchasing and Materials Management, for bid invitation. The draft RFP specifies the following evaluation responsibilities:

- Collaborate in the development of the PD project RFP;
- Co-facilitate training workshops;
- Conduct site visits;
- Collect, analyze, and evaluate data designed to measure the extent to which projects, both individually and collectively, achieve state objectives;
- Submit written reports – Quarterly, Preliminary/formative, and Final/summative; and,
- Present oral final/summative report findings.

The draft RFP also includes an option to renew annually the evaluation contract for the next four cycles. The expected contract period for Cycle-4 will start in August 2005 and will end on November 30, 2007. Subsequent contract periods will follow the same time span.

It is anticipated that OA will issue the RFP for the Cycle-4 External Evaluator on or about June 14, 2005. Notification will be sent to all institutions.

Conclusions

The MDHE is interested in fostering strong partnerships between Missouri's colleges and universities and K-12 schools that assist and encourage improvement in the quality and effectiveness of elementary and secondary teaching and learning. The utilization of an evaluation team will provide useful information on gains in student performance as well as evidence of best teaching practices and related processes that affect student learning and the design of pre-service programs.

STATUTORY REFERENCE

Section 173.050(2), RSMo, Statutory requirements regarding the CBHE's authority to receive and dispense federal funds for educational programs
Public Law 107-110, Title II of the Elementary and Secondary Education Act: The No Child Left Behind Act of 2001

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT(S)

None

Coordinating Board for Higher Education
June 9, 2005

AGENDA ITEM SUMMARY

AGENDA ITEM

Distribution of Community College Funds
Coordinating Board for Higher Education
June 9, 2005

DESCRIPTION

The process for making state aid payments to the community colleges in FY 2005 will be monthly. All FY 2005 state aid appropriations are subject to a three percent governor's reserve.

The payment schedule for April through May 2005 state aid distributions is summarized below.

State Aid (excluding M&R) – GR portion	\$ 13,404,446
State Aid – lottery portion	957,088
Workforce Preparation – GR portion	2,418,766
Workforce Preparation – lottery portion	215,398
Out-of-District Programs	190,118
Technical Education	3,305,810
Workforce Preparation for TANF Recipients	265,794
Maintenance and Repair	<u>862,649</u>
TOTAL	\$ 21,620,069

The total distribution of state higher education funds to community colleges during this period is \$21,620,069.

STATUTORY REFERENCE

Section 163.191, RSMo

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Update on State Aid Program Task Force
Coordinating Board for Higher Education
June 9, 2005

DESCRIPTION

The complexity and structure of the existing state student financial aid programs and the amount of need-based aid available for low income students has been a growing concern over the past several months. In April 2004, the MDHE formed a State Aid Program Improvement Project Team to begin to review some of the issues related to state student financial aid. The team members included MDHE staff, student financial aid administrators, and representatives from other partners.

Through several meetings, the team began addressing simplification, consolidation, and restructuring of the state student financial aid programs. Some of the team's work led to the development of a new need-based aid program proposal. In the fall of 2004, this proposal was presented and discussed with representatives from COPHE, MCCA, and ICUM. Due to several administrative concerns raised by the higher education community and based on anticipated funding issues, the proposal was put on hold recognizing the need for more collaboration and work.

In response to this matter, at the December 2004 board meeting and reaffirmed at the February 2005 board meeting, the board directed staff to establish a statewide task force to study and address the state student financial aid issues. Using the work that has already been completed by the State Aid Program Improvement Project Team as a foundation, the MDHE staff will be expanding the existing team to include additional representation from the higher education community. The structure of the enhanced task force will be made up of representatives from COPHE, MCCA, ICUM sector (both ICUM and non-ICUM members), Governor's office, the Senate, House of Representatives, and MDHE staff. It is anticipated that the task force will present a proposal to the board at the October 2005 board meeting for consideration.

The first meeting of the task force was held on Thursday, May 26 at the MDHE.

STATUTORY REFERENCE

Section 173.200, RSMo, Charles Gallagher Student Financial Assistance Program
Section 173.250, RSMo, Missouri Higher Education Academic Scholarship Program, known as "Bright Flight"

Coordinating Board for Higher Education
June 9, 2005

Section 173.262, RSMo, Marguerite Ross Barnett Memorial Scholarship Program
Section 173.810, RSMo, Missouri College Guarantee Program
Section 173.775, RSMo, Advantage Missouri Program
Section 173.260, RSMo, Public Service Officer or Employee's Child Survivor Grant Program
Section 173.235, RSMo, Vietnam Veteran's Survivor Grant Program

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT

List of the Task Force Members

**STATE AID PROGRAM TASK FORCE
MAY 2005**

Four-Year Public

Angie Beam, Acting Director of Financial Aid, Missouri Western State College
Joe Camille, Financial Aid Director, University of Missouri-Columbia
Karen Walker, Financial Aid Director, Southeast Missouri State University
Melinda Wood, Financial Aid Director, Truman State University

Two-Year Public

Cindy Butler, District Director of Student Financial Aid, Metropolitan Community Colleges
Herb Gross, Dean of Admissions, Registration, and Student Financial Services, St. Louis
Community College-Forest Park
Amy Hager, Director of Financial Aid, Moberly Area Community College
Jeff Jochems, Dean of Student Development, Ozarks Technical Community College

Independent Colleges and Universities of Missouri (ICUM) Members

Brad Gamble, Director of Financial Assistance, Southwest Baptist University
Laurie Wallace, Associate Director of Financial Services, Missouri Baptist University
Cari Wickliffe, Director of Financial Aid, Saint Louis University
Rose Windmiller, Director State Relations and Local Government Affairs, Washington University

Non-ICUM Members

Annette Avery, Director of Financial Aid, Drury University
Lori Bode, Director of Financial Aid, Lindenwood University

Linn State Technical College

Becky Whithaus, Financial Aid Director

Private Career

George Holske, President, Metro Business College

Governor's Office

Mary Beth Luna, Education Policy Advisor

Missouri Senate

Paul Wagner, Budget Analyst, Senate Appropriations

Missouri House of Representatives

Mark Schwartz, Budget Analyst, House Appropriations

MOHELA

Marilyn Baker, Client Representative

MDHE

Leroy Wade, Director of Proprietary School Certification

AGENDA ITEM SUMMARY

AGENDA ITEM

Annual Report of the MDHE Proprietary School Program
Coordinating Board for Higher Education
June 9, 2005

DESCRIPTION

The Proprietary School Certification Program, in fulfillment of the statutory mandate to establish an oversight program for certain types of postsecondary education institutions, is committed to the achievement of the mission of the Coordinating Board “to deliver an affordable, quality, coordinated postsecondary education system and increase successful participation, benefiting all Missourians.” The intent of this board item is to provide background information about the proprietary school certification program as well as a summary of its activities and challenges.

Background

- Initial authorizing statutes (173.600 through 173.618, RSMo) enacted in 1983, becoming effective in 1985.
- Statutes revised in 1991 to refine operational standards and exemption criteria.
- Both statutory actions led by the private school community (Missouri Associate of Private Career Colleges and Schools) and passed as a result of institutional support.
- Statutory authority implemented through administrative regulations (6 CSR 10-5.010)
- Most recent regulatory revision (2001) streamlined the organization of the regulations and updated standards to address emerging issues and trends.
- Regulations developed with extensive input from the statutorily established CBHE Proprietary School Advisory Committee and certified institutions.

Structure

- All organizations conducting postsecondary education activities in the state must be either certified to operate or determined exempt
- Exemption typically means the institution is not subject to the jurisdiction of the department
- Statute establishes eleven exemption categories
- Certification is based on satisfaction of standards in each of the following areas.
 - Governance and Control
 - Instructional Programs
 - Personnel Including Faculty Qualifications
 - Financial Stability and Viability
 - Financial Information for the Consumer
 - Student Services Information

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Mandated Functions of the Proprietary School Certification Program

- Exempt or certify newly established nonpublic Missouri institutions
- Exempt or certify new locations established by non-Missouri organizations.
- Certify non-Missouri proprietary schools with a physical presence for recruitment only
- Recertify all institutions annually
- Monitor closed schools and the records of closed schools
- Work with the Proprietary School Advisory Committee on program administration, rule and regulation revisions, and grievances and complaints.
- Respond to requests for information about schools that are certified to operate

Critical (Necessary) Functions of the Proprietary School Certification Program

- Conduct on-site visits to certified schools. This function includes department-organized school visits and joint visits with recognized accrediting agencies.
- Review and approval of substantive changes implemented by certified schools. Such changes include the following.
 - Implementation of new programs of instruction
 - Substantive revision of existing programs of instruction
 - Relocation of school
 - Addition of new instructional location
 - Revision of school name
 - Change of school ownership
- Review of and action in response to student complaints when the dispute relates to an issue of compliance with standards
- Provide information and guidance for a better informed consumer

Fiscal Year 2004 Program Performance

- 168 main and branch campuses issued certificates of approval to operate
 - 101 Missouri private career schools (137 locations including branches)
 - Includes 8 new Missouri schools
- 22 non-Missouri schools approved for recruitment only
- 35 applications to establish new institutions (both exempt and certified to operate) processed
- 13 exemptions granted
- 6 school closings monitored
- 820 program additions and revisions processed

School Data for Calendar Year 2004

- Enrollment – 66,207 (est.)
- Completions – 21,929 (est.)
- Instructional Programs – 2,032 programs offered

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- Financial Contribution - \$272,834,917 expended into the state economy
- Financial Aid Awarded- \$232,893,592 to 29,050 students

Strategies and Challenges for the Future

Ongoing Performance Improvement Activities

- Development of system to track recertification review issues
- Satisfaction survey of schools completing the recertification process

Staff Challenges

- Continued high level of program activity (e.g., new applications, program additions and revisions, institutional changes)
- Reduced staff resources

Impact of Budget Reductions

- Less thorough reviews
- Reduced ability to respond quickly
- Inability or limited ability to conduct on-site reviews
- Oversight process potentially less effective

Program Fee Considerations

- Review alternative program organization to generate funds to operate the program

Advantages of MDHE Based Proprietary School Certification Program

- Most effective oversight programs are based in education-related agencies
- Focus on institutional improvement
- Goal of quality education and training rather than compliance

Conclusion

The goal of the activities undertaken as part of the proprietary school certification program is to ensure that private postsecondary education providers are well positioned and capable of fulfilling their missions and assisting in the achievement of the board's agenda for educational change in Missouri. These institutions have a crucial role to play in postsecondary education in Missouri, including increasing access to and success in postsecondary education and meeting the needs of Missouri's employers and workforce training system. An efficient and effective certification program is an essential component of the success of that endeavor by ensuring confidence that unscrupulous institutions cannot operate in Missouri and by challenging the institutions in this sector to meet meaningful qualitative standards.

STATUTORY REFERENCE

Sections 173.600 through 173.618, RSMo, Regulation of Proprietary Schools

RECOMMENDED ACTION

This is a discussion item only.

AGENDA ITEM SUMMARY

AGENDA ITEM

FY 2005/FY 2006 Budget Update
Coordinating Board for Higher Education
June 9, 2005

DESCRIPTION

FY 2005

The FY 2005 \$100 million in state aid payments to six of the state's higher education institutions that had previously been delayed is scheduled to be released no later than June 27. The affected intuitions have been notified of this schedule.

FY 2006

The state's public higher education institutions fared relatively well for FY 2006 with a slight increase in total appropriations over FY 2005. Major state grant and scholarship programs were maintained with level-funding for FY 2006. Major components of the higher education budget receiving funding reductions for FY 2006 include MOREnet, the state's internet connectivity backbone (-\$4,351,320, -30 percent); MOBIUS, which includes the state's common library platform, (-\$649,539, -100 percent), and the Department of Higher Education received a 43 percent reduction in administrative funding from the FY 2005 level. Northwest Missouri State University received a capital appropriation of \$1.1M per year for a 15 year lease-purchase agreement to attract scientific research companies to the northwest portion of the state. The budget contains no salary adjustments for state employees.

STATUTORY REFERENCE

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

RECOMMENDED ACTION

This is a discussion item only.

ATTACHMENT

FY 2006 Budget Update

Coordinating Board for Higher Education
June 9, 2005

FY 2006 - Administration

	FY 2005 Core Budget	FTE	FY 2006 CBHE Recommendation	FTE	FY 2006 Gov Recommendation	FTE	FY 2006 TAFP	FTE	% Change from FY 2005	FTE
Coordination Admin - Core	805,825	14.35	931,607	16.35	451,131	7.59	451,132	7.59	-44%	-47%
Proprietary - Core	158,742	2.60	201,172	3.60	125,241	2.08	124,586	2.08	-22%	-20%
Grant/Schol. Admin - Core	281,356	4.95	288,926	4.95	123,864	2.00	119,416	2.00	-58%	-60%
Salary Adjustment	N/A	N/A	N/A	N/A	5,268		0		N/A	
Proprietary Bond Fund	100,000		100,000		100,000		100,000		0%	
MHEC	82,500		90,000		82,500		82,500		0%	
Anatomical Board	3,069		3,069		3,069		3,069		0%	
Eisen./Teacher Quality - Core	1,776,425	1.00	1,778,746	1.00	1,776,425	1.00	1,776,425	1.00	0%	0%
Salary Adjustment	N/A	N/A	N/A	N/A	580		0		N/A	
New Federal/Other Grants	2,000,000		2,000,000		2,000,000		2,000,000		0%	
IT Consolidation*	N/A		N/A		1,151,953	14.81	1,171,967	14.81	N/A	
TOTAL**	5,207,917	22.90	5,393,520	25.90	4,668,078	12.67	4,657,128	12.67	-11%	-45%

* Resources reallocated to a new section for information technology that will be under the control of the Office of Administration.

** Totals do not include IT Consolidation amounts since they will be under the control of the Office of Administration.

*** Does not include 6.08 FTE available through federal or other funds.

FY 2006 - Financial Assistance and Outreach

	FY 2005 Core Budget	FTE	FY 2006 CBHE Recommendation	FTE	FY 2006 Gov Recommendation	FTE	FY 2006 TAFP	FTE	% Change from FY 2005	FTE
Academic Scholarship (Bright Flight)	15,787,000		15,787,000		15,787,000		15,787,000		0%	
Gallagher Scholarship Program	16,628,436		24,628,436		16,628,436		16,628,436		0%	
College Guarantee Program	8,385,000		25,385,000		8,385,000		8,385,000		0%	
Advantage Missouri Program	164,825		105,000		105,000		105,000		-36%	
Public Service Grant Program	60,710		60,710		60,710		60,710		0%	
Vietnam Survivor Program	83,570		83,570		50,000		50,000		-40%	
Marguerite Ross Barnett Program	425,000		425,000		425,000		425,000		0%	
GEAR UP - Core	1,671,212	5.50	1,679,978	5.50	1,656,212	5.50	1,655,599	5.50	-1%	0%
Salary Adjustment	N/A		N/A		2,192		0		N/A	
TOTAL	43,205,753	5.50	68,154,694	5.50	43,099,550	5.50	43,096,745	5.50	-0.25%	0%

FY 2006 - Missouri Student Loan Program

	FY 2005 Core Budget	FTE	FY 2006 CBHE Recommendation	FTE	FY 2006 Gov Recommendation	FTE	FY 2006 TAFP	FTE	% Change from FY 2005	FTE
Loan Program Admin - Core	12,251,803	56.83	12,338,681	56.83	11,732,606	50.67	11,692,246	50.67	-5%	-11%
E-Gov't - Core	437,208	4.50	450,120	4.50	7,661	0.00	7,661	0.00	-98%	-100%
Salary Adjustment	N/A		N/A		19,018		0		N/A	
Loan Program Revolving Fund and Other Loan Funds	98,750,000		98,850,000		98,850,000		98,850,000		0%	
TOTAL	111,439,011	61.33	111,638,801	61.33	110,609,285	50.67	110,549,907	50.67	-1%	-17%

FY 2006 - All Institutions

	FY 2005 Core Budget	FY 2006 CBHE Recommendation	FY 2006 Gov Recommendation As Amended	FY 2006 TAFF	% Change from FY 2005
<u>Community Colleges</u>					
Crowder	4,301,655	4,614,454	4,501,655	4,501,655	5%
East Central	5,225,206	5,605,162	5,225,206	5,225,206	0%
Jefferson	7,666,780	8,224,277	7,666,780	7,666,780	0%
Metropolitan	31,851,545	34,167,661	31,851,545	31,851,545	0%
Mineral Area	5,023,128	5,388,390	5,023,128	5,023,128	0%
Moberly	4,854,349	5,259,729	4,854,349	4,854,349	0%
North Central	2,479,665	2,659,976	2,479,665	2,479,665	0%
Ozark Technical	9,363,824	10,336,822	9,363,824	9,363,824	0%
St. Charles	7,013,917	7,828,956	7,013,917	7,013,917	0%
St. Louis	45,799,718	49,130,089	45,799,718	45,799,718	0%
State Fair	5,325,886	5,713,163	5,325,886	5,325,886	0%
Three Rivers	4,232,393	4,608,335	4,232,393	4,232,393	0%
Sub Total	133,138,066	143,537,014	133,338,066	133,338,066	0.15%
Tax Refund Offset	250,000	250,000	250,000	250,000	0%
TOTAL	133,388,066	143,787,014	133,588,066	133,588,066	0.15%

State Technical College

Linn State Technical College	4,540,164	4,894,780	4,540,164	4,540,164	0%
Tax Refund Offset	30,000	30,000	30,000	30,000	0%
TOTAL	4,570,164	4,924,780	4,570,164	4,570,164	0%

Four-year Institutions

Missouri Southern	20,862,134	22,165,664	21,112,134	21,112,134	1%
Missouri Western	20,566,117	21,851,150	20,766,117	20,766,117	1%
Central Missouri	53,827,478	57,190,781	53,827,478	53,827,478	0%
Southeast Missouri	43,832,008	46,570,765	43,832,008	43,832,008	0%
Southwest Missouri	79,820,971	84,808,427	80,295,971	80,295,971	1%
Northwest Missouri	29,866,436	31,732,582	29,866,436	29,866,436	0%
Truman State	40,768,154	43,315,472	40,768,154	40,768,154	0%
Lincoln University	16,752,592	17,799,345	16,752,592	17,510,592	5%
Harris-Stowe	9,810,682	10,423,683	9,810,682	9,810,682	0%
University of Missouri	400,819,361	425,863,769	400,819,361	400,819,361	0%
UMKC School of Dentistry	0	0	0	1,000,000	N/A
Sub Total	716,925,933	761,721,638	717,850,933	719,608,933	0.37%
Tax Refund Offset	875,000	875,000	875,000	875,000	0%
TOTAL	717,800,933	762,596,638	718,725,933	720,483,933	0.37%

FY 2006 - UM Related Programs

	FY 2005 Core Budget	FY 2006 CBHE Recommendation	FY 2006 Gov Recommendation	FY 2006 TAFP	% Change from FY 2005
Hospitals and Clinics	13,135,457	13,962,990	13,135,457	13,135,457	0%
State Historical Society	922,601	980,725	922,601	830,341	-10%
Alzheimer's Program	227,375	252,639	0	227,335	-0.02%
Mo Rehabilitation Center	10,116,691	10,754,043	10,116,691	10,116,691	0%
State Seminary Funds	1,750,000	3,250,000	3,250,000	3,250,000	86%
Missouri Institute of Mental Health	2,299,850	2,444,741	1,839,880	2,299,850	0%
Mo Kidney Program	4,016,774	4,269,831	4,016,774	4,016,774	0%
Spinal Cord Injury Research	375,000	400,000	400,000	400,000	7%
MOREnet	14,504,401	15,948,178	11,603,521	10,153,081	-30%
MOBIUS	649,539	690,460	649,539	0	-100%
Telehealth Network	0	628,200	628,200	628,200	N/A
TOTAL	47,997,688	53,581,807	46,562,663	45,057,729	-6%

AGENDA ITEM SUMMARY

AGENDA ITEM

Final Summary of Legislation-93rd General Assembly, First Regular Session
Coordinating Board for Higher Education
June 9, 2005

DESCRIPTION

Attached is the final bill status report on legislation impacting higher education for the First Regular Session of the 93rd General Assembly.

STATUTORY REFERENCE

Chapter 173, RSMo, Department of Higher Education

RECOMMENDED ACTION

This is a discussion item only.

ATTACHMENT

Attachment A: Legislative Effectiveness Report
Attachment B: Final Summary of Higher Education Related Legislation

**Legislative Effectiveness Report
May 20, 2005**

Bill Number	Sponsor	Description	DHE Involvement	Final Result
SCS/SB 19	Shields	Renames Missouri Western State College to Missouri Western State University and Missouri Southern State University-Joplin to Missouri Southern State University	Attended hearing; Provided requested information to involved parties; See SB 98	Passed on SB 98
SB 25	Champion	Renames Southwest Missouri State University to Missouri State University	Attended hearing; Provided requested information to involved parties; See SB 98	Passed on SB 98
SB 36	Nodler	Increases the number of voting members on the governing board of Missouri Southern State University-Joplin	Attended hearing; Provided requested information to involved parties; See SB 98	Passed on SB 98
SB 48	Crowell	Freezes tuition rates from the time Missouri undergraduates enter college until graduation	Met with sponsor and expressed policy concerns and considerations; Drafted possible alternative language	Did not pass (bill not heard)
SCS/SB 66 & 175	Coleman	Establishes a tuition grant program for children of deceased military members	Attended hearing; Alerted Governor's office of this and related bills due to possible fiscal cost of such a program	Did not pass
SCS/SB 68	Shields	Creates a sales tax exemption for certain college athletic events	Attended hearing	Passed
SB 87	Klindt	Prohibits A+ reimbursements from being issued to any four-year higher education institution	No involvement	Did not pass (bill not heard)
SB 89	Dougherty	Allows foster children to receive a tuition and fee waiver to attend state-funded colleges and universities	No involvement	Did not pass (bill not heard)
SB 91	Dougherty	Allows certain private vocational, technical and proprietary schools to receive A+ reimbursements	No involvement	Did not pass (bill not heard)
SB 97	Coleman	Renames Harris-Stowe State College to Harris-Stowe State University	Attended hearing; Provided requested information to involved parties; See SB 98	Passed on SB 98
SS/SCS/SB 98	Champion	Renames Southwest Missouri State University to Missouri State University, Missouri Western State College to Missouri Western State University, Harris-Stowe State College to Harris-Stowe State University and Missouri Southern State University-Joplin to Missouri Southern State University	Attended hearings; Provided requested information to involved parties; Highlighted Board Policy; Provided bill review to Governor's office	Passed
SB 105	Bray	Permits underage culinary students to taste, but not consume, certain alcoholic beverages as required by a curriculum	No involvement	Did not pass (bill not heard)
SB 114	Champion	Increases the number of members on the governing board of Southwest Missouri State University from 8 to 10	Attended hearing; Provided requested information to involved parties; See SB 98	Passed on SB 98
SS/SB 160	Bartle	Prohibits human cloning	Attended hearing; Provided information on stem cell research and communicated with	Did not pass

			Stowers Institute, the University of Missouri and other involved parties	
SB 175	Koster	Creates a scholarship program for children of deceased veterans	Attended hearing; Alerted Governor's office of this and related bills due to possible fiscal cost of such a program	Did not pass
HCS/SB 177	Shields	Requires the Department of Economic Development to contract with a higher education institution to establish a distant dental hygienist learning program	Contacted legislators to express concerns relating to the General Assembly creating academic programs	Passed
SB 195	Graham	Revises certain property and gaming taxes and directs the resulting revenue to several higher education programs including the Missouri College Guarantee Program, the Higher Education Investment Fund and endowed chairs in life sciences at the University of Missouri	No involvement	Did not pass (bill not heard)
SB 231	Crowell	Provides procedure for higher education institutions to follow regarding tuition increases. Also requires the University of Missouri to submit a detailed budget with any unexpended balances to be returned to General Revenue	Attended hearing; Assisted sponsor with portion of language as alternative to tuition freeze bill	Did not pass
HCS/SCS/SB 252	Koster	Requires that military personnel, their spouses and certain children stationed in Missouri receive Missouri resident status at certain higher education institutions	Attended hearing; Met with sponsor and sponsor of related legislation to bring language into agreement with existing CSR; Provided sign/veto letter to the Governor's office	Language was changed and the bill passed
SB 286	Nodler	Requires the CBHE to hold out-of-state public higher education institutions to criteria similar to public in-state higher education institutions	Attended hearings; Met with sponsor numerous times to point out our concerns with this legislation; Contacted president of Kansas Board of Regents; Alerted Governor's office of possible fiscal impact of this bill	Did not pass
SB 288	Klindt	Authorizes the Governor to convey land in Nodaway County to the Delta Nu Teke Association in exchange for receiving another parcel of land from the association. Currently, the land is owned by Northwest Missouri State University	Attended hearing; Alerted OA/NWMSU of possible conflict between bill language and land deed; Provided bill review to the Governor's office	Passed
SB 296	Coleman	Makes certain students eligible for in-state tuition regardless of immigration status	Attended hearing	Did not pass
SCS/SB 324	Scott	Allows a state tax deduction for contribution to educational savings programs sponsored by other states, establishes a minimum length of time to hold contributions in the Missouri Higher Education Savings Program, provides that contributions and earnings in the program shall not be considered income when determining a student's eligibility for financial assistance	Attended hearing; Commissioner sits on MO\$T Board and expressed concerns and offered alternative actions	Did not pass

		under any state aid program.		
SB 336	Dougherty	Allows certain private vocational, technical and proprietary schools to receive A+ reimbursements	Attended hearing	Did not pass
HCS/SCS/SB 355	Griesheimer	Allows the University of Missouri to impose a fee for a course of instruction required for licensure of a private applicator of pesticides	Provided sign/veto letter to Governor's office	Passed
HCS/SB 364	Purgason	Authorizes Southwest Missouri State University to convey land near the West Plains campus and the president's residence in Springfield	Attended hearing; Alerted OA/SMSU of possible conflict between bill language and land deed; Provided bill review to Governor's office	Passed on HB 685
SB 386	Loudon	Authorizes the Joint Committee on Wagering and Gaming to solicit bids for a university study of pathological gambling in Missouri	No involvement	Did not pass (bill not heard)
SB 417	Engler	Requires that one voting member of the board be a student at the University of Missouri, Southwest Missouri State University and Truman State University	Attended hearing	Did not pass
SB 446	Crowell	Imposes a four-year ban on certain persons being employed by public four-year institutions	No involvement	Did not pass (bill not heard)
SB 454	Loudon	Allows students taking courses in American Sign Language to receive foreign language credit for such courses	Contacted legislators to express concerns relating to legislative mandates regarding academic programs and curriculum	Passed on HB 530
SCS/SB 523	Cauthorn	Requires the Department of Economic Development to contract with a higher education institution to establish a distant dental hygienist learning program	Attended hearing; Contacted legislators to express concerns relating to the General Assembly creating academic programs	Passed on SB 177
SB 526	Scott	Establishes a minimum length of time to hold contributions in the Missouri Higher Education Savings Program	Attended hearings; Commissioner sits on MO\$T Board and expressed concerns and offered alternative actions	Did not pass
SCR 17	Scott	Creates the Joint Interim Committee on Investments in Higher Education Savings Programs	Attended hearing; Commissioner sits on MO\$T Board and expressed concerns and offered alternative actions	Adopted
CCS/SCS/HCS /HB 3	Lager	Appropriations for the Department of Higher Education	Testified before House and Senate committees; Presented information at hearings as needed; Provided background information as requested; Met with numerous legislators and staff members regarding recommendations	Bill passed with funding increased for the higher education institutions and level funding for state scholarship and grant programs. Further reductions to department administration funding levels were avoided.
HB 26	Marsh	Renames Southwest Missouri State University to Missouri State University	No involvement	Withdrawn
HB 29	Schaaf	Renames Missouri Western State College to Missouri Western State University	Provided requested information to involved parties; See SB 98	Passed on SB 98 (bill not heard)
HCS/HB 94 &	Cunningham,	Establishes a tuition grant program for War	Attended hearings; Alerted	Did not pass

185	M.	on Terror survivors	Governor's office of this and related bills due to possible fiscal cost of such a program	
HB 103	Cunningham, J.	Requires governing boards at state colleges and universities to take a roll-call vote on policy matters	Attended hearing	Did not pass
HB 168	Meadows	Prohibits human cloning	No involvement; See SB 160	Did not pass (bill not heard)
HCS/HB 185	Cooper	Creates a scholarship program for surviving children of veterans killed in combat	Attended hearing; Alerted Governor's office of this and related bills due to possible fiscal cost of such a program	Did not pass
HB 220	Moore	Establishes a tuition grant program for children of deceased military members	Attended hearing; Alerted Governor's office of this and related bills due to possible fiscal cost of such a program	Did not pass
HB 237	Lampe	Renames Southwest Missouri State University to Missouri State University and increases the number of members on the governing board	No involvement	Withdrawn
HB 242	Yates	Authorizes a sales tax exemption for tickets to college athletic events	No involvement	Passed on SB 68
HB 264	Smith, J.	Freezes tuition rates from the time Missouri undergraduates enter college until graduation	No involvement	Did not pass (bill not heard)
HB 275	Cunningham, J.	Prohibits use of state funding and requires institutions to seek reimbursement for certain health care services at public four-year higher education institutions	Attended hearing	Did not pass
HB 285	Marsh	Renames Southwest Missouri State University to Missouri State University	Provided requested information to involved parties; See SB 98	Passed on SB 98 (bill not heard)
HB 328	Baker, B.	Prohibits public higher education institutions that receive state funds from adopting a discrimination policy that exceeds current federal protections against discrimination	No involvement	Did not pass (bill not heard)
HB 341	Schneider	Allows certain private vocational, technical and proprietary schools to receive A+ reimbursements	Attended hearing	Did not pass
HCS/HB 348	Pearce	For purposes of student resident status, requires that military personnel, their spouses and certain children stationed in Missouri receive Missouri resident status	Attended hearings; Met with sponsor and sponsor of similar legislation to bring language into agreement with existing CSR	Language was changed and the bill passed
HB 421	Smith, J.	Establishes the Missouri National Guard and Missouri Reservists Family Education Grant	Attended hearing; Alerted Governor's office of this and related bills due to possible fiscal cost of such a program	Did not pass
HB 432	Wright	Prohibits award of tenure at higher education institutions after January 1, 2006	Provided information to the Missouri Association of Faculty Senates	Withdrawn
HCS/HB 440	Pratt	Requires that one voting member of the board be a student at the University of Missouri, Southwest Missouri State University and Truman State University	Attended hearings	Did not pass

SCS/HCS/HB 450	Meiners	Permits underage culinary students to taste, but not consume, certain alcoholic beverages as required by a curriculum	No involvement	Did not pass
HB 457	Lembke	Prohibits human cloning and the use of public funds and facilities for the purpose of human cloning	No involvement	Did not pass (bill not heard)
HB 530	Moore	Allows students taking courses in American Sign Language to receive foreign language credit for such courses	Contacted legislators to express concerns relating to legislative mandates regarding academic programs and curriculum	Passed
HB 535	Roorda	Establishes a tuition grant program for children of deceased military members	Attended hearings; Alerted Governor's office of this and related bills due to possible fiscal cost of such a program	Did not pass
HB 588	Myers	Allows the University of Missouri to impose a fee for a course of instruction required for licensure of a private applicator of pesticides	No involvement; See SB 355	Passed on SB 355
HB 647	Roark	Allows a state tax deduction for contribution to educational savings programs sponsored by other states	No involvement	Did not pass (bill not heard)
HB 655	Wright	Provides programmatic guidelines for Missouri State University and a methodology for calculating additional funding recommendations for public four-year higher education institutions	No involvement	Did not pass (bill not heard)
HCS/HB 665	Behnen	Requires the Department of Economic Development to contract with a higher education institution to establish a distant dental hygienist learning program	Attended hearing; Contacted legislators to express concerns relating to the General Assembly creating academic programs	Passed on SB 177
SCS/HB 685	Franz	Authorizes Southwest Missouri State University to convey land near the West Plains campus and the president's residence in Springfield	Attended hearing; Alerted OA/SMSU of possible conflict between bill language and land deed; Provided bill review to Governor's office	Passed
HCS/HB 742	Bearden	Establishes the Higher Education Student Funding Act	Testified for information purposes at hearing; Met with sponsor on several occasions to discuss components of bill and to suggest possible changes	Did not pass
HB 752	Avery	Establishes a tuition assistance program for Missouri national guard members who serve in a combat zone	Alerted Governor's office of this and related bills due to possible fiscal cost of such a program	Did not pass (bill not heard)
HB 753	Avery	Allows students to use Bright Flight scholarship to attend college in another state when the program of study is not offered at any school in Missouri	Attended hearing	Did not pass
HB 855	Wasson	Requires the Department of Economic Development to contract with a higher education institution to establish a distant dental hygienist learning program	Attended hearing; Contacted legislators to express concerns relating to the General Assembly creating academic programs	Passed on SB 177
HB 865	Robb	Requires that higher education students	No involvement	Did not pass

		called to active duty in the armed forces during an academic term be given a "withdraw passing" grade and that the institution refund any tuition and fees paid for such classes		(bill not heard)
HB 941	Stefanick	Freezes tuition rates from the time Missouri undergraduates enter college until graduation	No involvement	Did not pass (bill not heard)
HJR 24	Skaggs	Proposes a constitutional amendment prohibiting the governor from reducing appropriations for elementary, secondary, and higher education	No involvement	Did not pass (bill not heard)
HR 222	Dixon	Proclaims Thursday, March 17, 2005, to be "Southwest Missouri State University Founders Day"	No involvement	Adopted

By the Numbers:

- 69 total bills included language that related to higher education.
- 12 bills relating to higher education were Truly Agreed to and Finally Passed.
- The DHE was involved in some manner on 68 percent (47 bills) of all bills related to higher education. Of the remaining 22 bills, 82 percent did not have a hearing or were withdrawn.
- Of the language changes sought, the DHE was 100 percent effective at achieving the change.
- Completed 178 fiscal note requests as of May 20, 2005--98 percent by the deadline provided by Oversight. Staffing limitations impose formal and informal restrictions on DHE's ability to meet the goal of 100 percent on-time responses.

Final Summary of Higher Education Legislation
First Regular Session, 93rd General Assembly
as of May 18, 2005

Text in BOLDFACE indicates bills Truly Agreed to and Finally Passed.

Bill Number	Sponsor	Description	Status
SCS/SB 68	Shields	Creates a sales tax exemption for certain college athletic events	Truly Agreed to and Finally Passed 04/25/05
SS/SCS/SB 98	Champion	Renames Southwest Missouri State University to Missouri State University, Missouri Western State College to Missouri Western State University, Harris-Stowe State College to Harris-Stowe State University and Missouri Southern State University-Joplin to Missouri Southern State University	Truly Agreed to and Finally Passed 03/01/05, Signed by Governor 03/17/05
HCS/SB 177	Shields	Requires the Department of Economic Development to contract with a higher education institution to establish a distant dental hygienist learning program	Truly Agreed to and Finally Passed 05/12/05
HCS/SCS/SB 252	Koster	Requires that military personnel, their spouses and certain children stationed in Missouri receive Missouri resident status at certain higher education institutions	Truly Agreed to and Finally Passed 04/27/05, Signed by Governor 05/11/05
SB 288	Klindt	Authorizes the Governor to convey land in Nodaway County to the Delta Nu Teke Association in exchange for receiving another parcel of land from the association. Currently, the land is owned by Northwest Missouri State University	Truly Agreed to and Finally Passed 05/13/05
HCS/SCS/SB 355	Griesheimer	Allows the University of Missouri to impose a fee for a course of instruction required for licensure of a private applicator of pesticides	Truly Agreed to and Finally Passed 05/11/05
SCR 17	Scott	Creates the Joint Interim Committee on Investments in Higher Education Savings Programs	Senate Adopted 05/10/05, House Adopted 05/13/05
CCS/SCS/HCS/ HB 3	Lager	Appropriations for the Department of Higher Education	Truly Agreed to and Finally Passed 05/04/05
HCS/HB 348	Pearce	For purposes of student resident status, requires that military personnel, their spouses and certain children stationed in Missouri receive Missouri resident status	Truly Agreed to and Finally Passed 05/09/05
HB 530	Moore	Allows students taking courses in American Sign Language to receive foreign language credit for such courses	Truly Agreed to and Finally Passed 05/11/05
SCS/HB 685	Franz	Authorizes Southwest Missouri State University to convey land near the West Plains campus and the president's residence in Springfield	Truly Agreed to and Finally Passed 05/12/05
HR 222	Dixon	Proclaims Thursday, March 17, 2005, to be "Southwest Missouri State University Founders Day"	House Adopted 03/07/05

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SCS/SB 19	Shields	Renames Missouri Western State College to Missouri Western State University and Missouri Southern State University-Joplin to Missouri Southern State University	To Senate Education 01/12/05, Heard 01/18/05, voted do pass consent 01/25/05
SB 25	Champion	Renames Southwest Missouri State University to Missouri State University	To Senate Education 01/12/05, Heard 01/18/05, voted do pass 01/25/05
SB 36	Nodler	Increases the number of voting members on the governing board of Missouri Southern State University-Joplin	To Senate Education 01/12/05, Heard 01/18/05, voted do pass consent 01/25/05, Senate Consent Calendar 02/14/05, Removed from Senate Consent Calendar 02/16/05
SB 48	Crowell	Freezes tuition rates from the time Missouri undergraduates enter college until graduation	To Senate Education 01/13/05
SCS/SB 66 & 175	Coleman	Establishes a tuition grant program for children of deceased military members	To Senate Pensions, Veterans' Affairs & General Laws 01/13/05, Heard 02/01/05, Combined with SB 175 03/01/05, voted do pass 03/01/05
SB 87	Klindt	Prohibits A+ reimbursements from being issued to any four-year higher education institution	To Senate Education 01/13/05
SB 89	Dougherty	Allows foster children to receive a tuition and fee waiver to attend state-funded colleges and universities	To Senate Ways & Means 01/13/05
SB 91	Dougherty	Allows certain private vocational, technical and proprietary schools to receive A+ reimbursements	To Senate Education 01/13/05
SB 97	Coleman	Renames Harris-Stowe State College to Harris-Stowe State University	To Senate Education 01/12/05, Heard 01/18/05, voted do pass consent 01/25/05
SB 105	Bray	Permits underage culinary students to taste, but not consume, certain alcoholic beverages as required by a curriculum	To Senate Pensions, Veterans' Affairs & General Laws 01/13/05
SB 114	Champion	Increases the number of members on the governing board of Southwest Missouri State University from 8 to 10	To Senate Education 01/12/05, Heard 02/01/05
SS/SB 160	Bartle	Prohibits human cloning	To Senate Judiciary and Civil and Criminal Jurisprudence 01/24/05, Heard 01/31/05 and 02/02/05, voted do pass 02/14/05, Senate Informal Perfection Calendar 05/13/05
SB 175	Koster	Creates a scholarship program for children of deceased veterans	Combined with SB 66 03/01/05, see related actions under SB 66
SB 195	Graham	Revises certain property and gaming taxes and directs the resulting revenue to several	To Senate Ways & Means 01/24/05

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		higher education programs including the Missouri College Guarantee Program, the Higher Education Investment Fund and endowed chairs in life sciences at the University of Missouri	
SB 231	Crowell	Provides procedure for higher education institutions to follow regarding tuition increases. Also requires the University of Missouri to submit a detailed budget with any unexpended balances to be returned to General Revenue	To Senate Education 01/31/05, Heard 02/15/05
SB 286	Nodler	Requires the CBHE to hold out-of-state public higher education institutions to criteria similar to public in-state higher education institutions	To House Higher Education 03/31/05, Heard 04/12/05, voted do pass 04/12/05, To House Rules 04/12/05, voted do pass 04/20/05, House Calendar for Third Reading of Senate Bills 05/13/05
SB 296	Coleman	Makes certain students eligible for in-state tuition regardless of immigration status	To Senate Education 02/10/05, Heard 02/22/05
SCS/SB 324	Scott	Allows a state tax deduction for contribution to educational savings programs sponsored by other states, establishes a minimum length of time to hold contributions in the Missouri Higher Education Savings Program, provides that contributions and earnings in the program shall not be considered income when determining a student's eligibility for financial assistance under any state aid program.	To Senate Financial & Governmental Orgs & Elections 02/15/05, Heard 02/21/05, voted do pass 03/07/05, Senate Informal Perfection Calendar 05/13/05
SB 336	Dougherty	Allows certain private vocational, technical and proprietary schools to receive A+ reimbursements	To Senate Education 02/15/05, Heard 03/01/05
HCS/SB 364	Purgason	Authorizes Southwest Missouri State University to convey land near the West Plains campus and the president's residence in Springfield	To House Corrections and Public Institutions 03/31/05, Heard 04/13/05, voted do pass consent 04/13/05, To House Rules 04/13/05, voted do pass 04/15/05, House Consent Calendar 05/13/05
SB 386	Loudon	Authorizes the Joint Committee on Wagering and Gaming to solicit bids for a university study of pathological gambling in Missouri	To Senate Ways & Means 02/28/05
SB 417	Engler	Requires that one voting member of the board be a student at the University of Missouri, Southwest Missouri State University and Truman State University	To Senate Education 02/28/05, Heard 03/08/05, voted do pass 04/26/05, Senate Formal Perfection Calendar 05/13/05
SB 446	Crowell	Imposes a four-year ban on certain persons being employed by public four-year institutions	To Senate Education 03/02/05
SB 454	Loudon	Allows students taking courses in American Sign Language to receive foreign language	To Senate Education 03/02/05, Heard 04/05/05

		credit for such courses	
SCS/SB 523	Cauthorn	Requires the Department of Economic Development to contract with a higher education institution to establish a distant dental hygienist learning program	To Senate Aging, Families, Mental & Public Health 03/03/05, Heard 03/30/05, voted do pass 04/06/05
SB 526	Scott	Establishes a minimum length of time to hold contributions in the Missouri Higher Education Savings Program	To House Higher Education 04/05/05, Heard 04/12/05, voted do pass 04/12/05, To House Rules 04/12/05, voted do pass 04/18/05, House Calendar for Third Reading of Senate Bills 05/13/05
HB 26	Marsh	Renames Southwest Missouri State University to Missouri State University	Withdrawn 01/19/05
HB 29	Schaaf	Renames Missouri Western State College to Missouri Western State University	To House Higher Education 02/17/05
HCS/HB 94 & 185	Cunningham, M.	Establishes a tuition grant program for War on Terror survivors	To Senate Pensions, Veteran Affairs & General Laws 04/04/05, Heard 04/12/05, voted do pass 05/03/05, To Senate Governmental Accountability and Fiscal Oversight 05/05/05, Heard 05/09/05, voted do pass 05/09/05, Senate Third Read and Passed 05/13/05, Reported to the House with Senate Substitute 05/13/05
HB 103	Cunningham, J.	Requires governing boards at state colleges and universities to take a roll-call vote on policy matters	To House Higher Education 01/27/05, Heard 02/15/05
HB 168	Meadows	Prohibits human cloning	To House Rules 05/13/05
HCS/HB 185	Cooper	Creates a scholarship program for surviving children of veterans killed in combat	Combined with HB 94 02/09/05, see related actions under HB 94
HB 220	Moore	Establishes a tuition grant program for children of deceased military members	To House Higher Education 01/25/05, Heard 02/01/05
HB 237	Lampe	Renames Southwest Missouri State University to Missouri State University and increases the number of members on the governing board	Withdrawn 01/20/05
HB 242	Yates	Authorizes a sales tax exemption for tickets to college athletic events	To House Ways & Means 02/10/05, Heard 03/09/05
HB 264	Smith, J.	Freezes tuition rates from the time Missouri undergraduates enter college until graduation	To House Higher Education 01/27/05, Hearing Scheduled 02/15/05, Bill not heard
HB 275	Cunningham, J.	Prohibits use of state funding and requires institutions to seek reimbursement for certain health care services at public four-year higher education institutions	To House Higher Education 02/10/05, Heard 03/01/05
HB 285	Marsh	Renames Southwest Missouri State	To House Higher

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		University to Missouri State University	Education 02/17/05
HB 328	Baker, B.	Prohibits public higher education institutions that receive state funds from adopting a discrimination policy that exceeds current federal protections against discrimination	To House Elementary and Secondary Education 04/11/05
HB 341	Schneider	Allows certain private vocational, technical and proprietary schools to receive A+ reimbursements	To House Higher Education 02/17/05, Heard 03/01/05
HB 421	Smith, J.	Establishes the Missouri National Guard and Missouri Reservists Family Education Grant	To House Veterans 02/17/05, Heard 03/09/05, voted do pass 03/16/05
HB 432	Wright	Prohibits award of tenure at higher education institutions after January 1, 2006	Withdrawn 02/14/05
HCS/HB 440	Pratt	Requires that one voting member of the board be a student at the University of Missouri, Southwest Missouri State University and Truman State University	To Senate Education 04/25/05, Heard 05/03/05, voted do pass 05/03/05, Senate Calendar for Third Reading of House Bills 05/13/05
SCS/HCS/HB 450	Meiners	Permits underage culinary students to taste, but not consume, certain alcoholic beverages as required by a curriculum	Senate Third Read and Passed 05/02/05, House Calendar for House Bills with Senate Amendments 05/13/05
HB 457	Lembke	Prohibits human cloning and the use of public funds and facilities for the purpose of human cloning	To House Crime Prevention and Public Safety 05/13/05
HB 535	Roorda	Establishes a tuition grant program for children of deceased military members	To House Veterans 02/17/05, Heard 03/09/05, voted do pass 03/16/05
HB 588	Myers	Allows the University of Missouri to impose a fee for a course of instruction required for licensure of a private applicator of pesticides	To House Agriculture Policy 02/24/05, Heard 03/08/05, voted do pass 03/09/05
HB 647	Roark	Allows a state tax deduction for contribution to educational savings programs sponsored by other states	To House Financial Institutions 03/03/05, Hearing scheduled 03/15/05, Bill not heard
HB 655	Wright	Provides programmatic guidelines for Missouri State University and a methodology for calculating additional funding recommendations for public four-year higher education institutions	To House Higher Education 04/11/05
HCS/HB 665	Behnen	Requires the Department of Economic Development to contract with a higher education institution to establish a distant dental hygienist learning program	House Third Read and Passed 05/03/05, To Senate Financial & Governmental Orgs & Elections 05/04/05, Heard 05/09/05, voted do pass 05/11/05, To Governmental Accountability & Fiscal Oversight 05/11/05, Heard 05/12/05, voted do pass 05/12/05
HCS/HB 742	Bearden	Establishes the Higher Education Student Funding Act	To House Higher Education 03/17/05, Heard

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			04/05/05, voted do pass 04/12/05, To House Rules 04/13/05, voted do pass 04/13/05, House Perfection Calendar 05/13/05
HB 752	Avery	Establishes a tuition assistance program for Missouri national guard members who serve in a combat zone	To House Veterans 03/17/05
HB 753	Avery	Allows students to use Bright Flight scholarship to attend college in another state when the program of study is not offered at any school in Missouri	To House Higher Education 03/17/05, Heard 04/05/05
HB 855	Wasson	Requires the Department of Economic Development to contract with a higher education institution to establish a distant dental hygienist learning program	To House Professional Registration & Licensing 03/31/05, Heard 04/06/05, voted do pass 04/06/05
HB 865	Robb	Requires that higher education students called to active duty in the armed forces during an academic term be given a "withdraw passing" grade and that the institution refund any tuition and fees paid for such classes	To House Veterans 04/11/05
HB 941	Stefanick	Freezes tuition rates from the time Missouri undergraduates enter college until graduation	To House Higher Education 04/11/05
HJR 24	Skaggs	Proposes a constitutional amendment prohibiting the governor from reducing appropriations for elementary, secondary, and higher education	To House Elementary and Secondary Education 04/11/05