

Coordinating Board for Higher Education

Agenda of Meeting

**9:00 AM
Thursday
October 13, 2005**

**Information Commons West 100
Ozarks Technical Community College**

COORDINATING BOARD FOR HIGHER EDUCATION

Lowell C. Kruse, Chair, St. Joseph

Diana Bourisaw, Vice Chair, St. Louis

Kathryn F. Swan, Secretary, Cape Girardeau

Martha L. Boswell, Columbia

Marie Carmichael, Springfield

Jeanne Patterson, Kansas City

Duane Schreimann, Jefferson City

Gregory Upchurch, St. Louis

Earl Wilson, Jr., St. Louis

TIME: 9:00 AM
Thursday
October 13, 2005

PLACE: Information Commons West 100
Ozarks Technical Community College
Springfield

**Coordinating Board for Higher Education
October 12-13, 2005
Ozarks Technical Community College
Springfield
Schedule of Events**

WEDNESDAY, OCTOBER 12

2:00 PM – 5:00 PM	CBHE Work Session OTC Board Room Information Commons Ozarks Technical Community College
6:30 PM	CBHE Members and MDHE Staff Reception and Dinner with OTC Board of Trustees and Missouri Community College Association Starlight Room, Tower Club-22 nd Floor 901 East St. Louis Street (Across from University Plaza Hotel)

THURSDAY, OCTOBER 13

8:30 AM	Continental breakfast provided by Ozarks Technical Community College Information Commons West 100 Ozarks Technical Community College
9:00 AM	Presidential Advisory Committee/CBHE Meeting Information Commons West 100 Ozarks Technical Community College
12:00 PM – 12:45 PM	Lunch provided by Ozarks Technical Community College Information Commons West 108A,B,C Ozarks Technical Community College
Following lunch	Resume CBHE Meeting, if necessary

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

**Representatives by Statute
August 2005**

Public Four-year Universities

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

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

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

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

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

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

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

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

Dr. Barbara Dixon (COPHE President)
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. John Carney III
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. Edward Jackson
President
East Central College
P.O. Box 529
Union 63084

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

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

Dr. Terry Barnes (MCCA President)
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 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 University
Church Street
Fayette 65248

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

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

Independent Two-year Colleges

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

COORDINATING BOARD FOR HIGHER EDUCATION

TIME: 9:00 AM
Thursday
October 13, 2005

PLACE: 100 Information Commons West
Ozarks Technical Community College
Springfield

AGENDA

	<u>Tab</u>	<u>Presentation by:</u>
I. Introduction		
A. Call to Order		Lowell C. Kruse, CBHE Chair
B. Confirm Quorum		Secretary
II. Presidential Advisory Committee		
A. Discussion of Proposed Higher Education FY 2007 Budget Recommendations		James Scanlon, Chair, Presidential Advisory Committee
B. Future of Higher Education 1. Governance		James Scanlon, Chair, Presidential Advisory Committee
III. Action Items		
A. Minutes of the June 9, 2005 CBHE Meeting		Lowell C. Kruse, CBHE Chair
B. Final Amended CBHE Bylaws	A	Jim Matchefts, Assistant Commissioner and General Counsel
C. Process for the Evaluation of the Commissioner	B	Lowell C. Kruse, CBHE Chair
D. Higher Education FY 2007 Budget		Gregory Fitch, Commissioner
		Donna Imhoff, Budget Analyst
Recommendations for Adjustments to Public Institutions Operating Appropriations	C	
Recommendations for Public Four-Year Institutions Operating Appropriations	D	

	<u>Tab</u>	<u>Presentation by:</u>
Recommendations for Linn State Technical College Operating Appropriations	E	
Recommendations for Public Community Colleges Operating Appropriations	F	
Recommendations for MDHE Operating Appropriations	G	
Recommendations for State Student Financial Assistance Programs	H	
Recommendations for Public Four-Year Institutions' and Linn State Technical College's Capital Improvements	I	

IV. Consent Calendar

A. Distribution of Community College Funds	J	Donna Imhoff, Budget Analyst
B. Committee on Transfer and Articulation	K	Robert Stein, Associate Commissioner for Academic Affairs
C. Academic Program Actions	L	Robert Stein, Associate Commissioner for Academic Affairs
D. Proprietary School Certification Actions and Reviews	M	Robert Stein, Associate Commissioner for Academic Affairs
E. Cycle-4 Improving Teacher Quality Grant	N	Robert Stein, Associate Commissioner for Academic Affairs
F. Update on Measuring Value-Added Student Learning	O	Robert Stein, Associate Commissioner For Academic Affairs
G. Recertification of Institutional Eligibility to Participate In the Charles Gallagher Student Financial Assistance Program and Other State Student Financial Assistance Programs	P	Dan Peterson, Director, Financial Assistance and Outreach

	<u>Tab</u>	<u>Presentation by:</u>
V. Discussion Items		
A. Update on Student Loan Group Restructuring and Other Activities	Q	Jim Matchefts, Assistant Commissioner and General Counsel
B. Proposed Recommendations of State Student Aid Program Task Force	R	Dan Peterson, Director, Financial Assistance and Outreach
C. Report of the Commissioner		Gregory Fitch, Commissioner
D. 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
June 9, 2005

The Coordinating Board for Higher Education met at 9:00 a.m. on Thursday, June 9, 2005 at Missouri Western State College in St. Joseph:

Members present were:

Lowell C. Kruse, Chair
Diana Bourisaw
Duane E. Schreimann
Kathryn Swan
Earl Wilson, Jr.

Presidents or their representatives attending the meeting were:

Bobby Patton, Central Missouri State University
Henry Givens, Jr., Harris-Stowe State College
Joe Simmons for Carolyn Mahoney, Lincoln University
Julio León, Missouri Southern State University-Joplin
James Scanlon, Missouri Western State College
Kichoon Yang for Dean Hubbard, Northwest Missouri State University
Kenneth Dobbins, Southeast Missouri State University
John Strong for John Keiser, Southwest Missouri State University
Barbara Dixon, Truman State University
Elson Floyd, University of Missouri System
Brady Deaton, University of Missouri-Columbia
Stephen Lehmkuhle, University of Missouri-Kansas City
Y.T. Shah, University of Missouri-Rolla
Glenn Cope for Tom George, University of Missouri-St. Louis
Steven Gates, Crowder College
Jackie Snyder, Metropolitan Community Colleges
Gil Kennon for Terry Barnes, Mineral Area College
Evelyn Jorgenson, Moberly Area Community College
Norman Myers, Ozarks Technical Community College
Henry Shannon, St. Louis Community College
Donald Claycomb, Linn State Technical College

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

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

Mr. Earl Wilson, Jr. moved that **the minutes from the April 14, 2005 CBHE meeting be approved as printed.** Dr. Diana Bourisaw seconded the motion, and it passed unanimously.

Report of the CBHE Nominating Committee and Election of Officers

Mr. Wilson, member of the CBHE Nominating Committee, along with Ms. Marie Carmichael, **proposed and moved for the adoption of the following slate of officers to serve in said capacity beginning July 1 for a term of one year:**

Lowell C. Kruse, Chair

Diana M. Bourisaw, Vice Chair

Kathryn F. Swan, Secretary

Mr. Duane Schreimann seconded the motion and it passed unanimously.

Establishment of Student Loan/Financial Aid Committee

CBHE Chair Kruse noted that during the April 14 CBHE meeting, the board voted to establish two standing committees, an executive committee and an audit committee. Since April, a suggestion has been made to establish a third committee that would focus on financial aid and student loan related issues. The audit committee and the proposed student loan/financial aid committee will be composed of three CBHE members, with the executive committee composed of the three CBHE officers, as well as the chairs of the Audit Committee and Student Loan/Financial Aid Committee.

Commissioner Fitch said that as a result of the discussion regarding fiduciary responsibilities at the April board meeting, Jim Matchefts, General Counsel and Assistant Commissioner, developed a memorandum (which was distributed to all board members) defining fiduciary and highlighting board members' fiduciary duties as established in Missouri revised statutes and through the agency's agreement with the U.S. Department of Education to operate as the state's designated guaranty agency. Should the board choose to establish this third committee, committee members would become quite familiar with the operation of the loan program and the state grant program, while working to ensure the programs continue to operate in such a manner that allows the department to serve as many students as possible. Committee members will be the direct voice of the full board in matters relating to student loans and grants and scholarships.

Dr. Bourisaw moved **that the CBHE create a Financial Aid/Student Loan Committee as a standing committee of the board.** Ms. Swan seconded the motion and it passed unanimously.

Recognition of Departing Presidents and Chancellors and Former CBHE Members

CBHE Chair Kruse recognized Wayne Giles, Metropolitan Community Colleges; Karen Herzog, East Central College; John Keiser, Southwest Missouri State University; and

Bobby Patton, Central Missouri State University for their service and dedication to their institutions and the state system of higher education during their tenures as leaders of their respective institutions. Their hard work and perseverance has benefited the students, institutions, and communities they have served. CBHE Chair Kruse and those attending the meeting offered their hearty congratulations and best wishes to the departing presidents.

CBHE Chair Kruse also recognized Dudley Grove, Sandra Kauffman, and Mary Joan Wood for their service on the Coordinating Board for Higher Education. Their stewardship and thoughtful leadership helped shape the current state system of higher education. CBHE Chair Kruse and those attending the meeting offered their appreciation for the departing members of the CBHE.

Focused PreK-20 Agenda

The Coordinating Board and the State Board of Education (SBE) will meet jointly on Thursday, June 23 in Jefferson City. The two boards meet periodically to discuss common concerns, initiatives, and goals. The agenda for the June 23 meeting is composed of two key items: high school reform efforts and the role of the CBHE in the teacher education re-approval process.

The Missouri High School Task Force report was presented to the SBE on April 22, 2005. Three major policy recommendations contained in the report include:

- Increase high school graduation requirements from 22 units to 24 units by reducing the number of electives and increasing the number of core courses required for graduation.
- Implement a non-high stakes graduation assessment to high school juniors.
- Implement a two-tiered diploma program.

Concern was expressed that the higher education community has had limited opportunities to provide feedback regarding the recommendations of the High School Task Force. The joint meeting will be an opportunity for the CBHE to formally comment on the recommendations made by the Task Force and discuss the implications the recommendations will have on the state system of higher education. The Coordinating Board encouraged presidents and chancellors to contact Commissioner Fitch prior to the June 23 joint meeting to share any concerns they may have regarding the recommendations of the High School Task Force. The comments and concerns will be shared with the SBE during the meeting.

State-approved teacher education programs are required to undergo review by the Department of Elementary and Secondary Education (DESE) every seven years. The Missouri Standards for Teacher Education Programs (MoSTEP), established by DESE, are used as a basis for the re-approval review. In the past, the CBHE/MDHE has had limited representation on MoSTEP review teams. The MDHE and DESE staffs have identified several changes in the MoSTEP cyclical review process that will support a more engaged role for CBHE/MDHE in the re-approval of teacher education programs.

In advance of the June 9 CBHE meeting, the MDHE provided an opportunity for presidents and chancellors to submit their comments regarding the proposed changes to the teacher education re-approval process. One concern that was raised related to the complexity of the current process and possible additional hurdles institutions may encounter with the proposed changes. Commissioner Fitch assured the board and the presidents and chancellors that these changes will not add layers to the re-approval process for the institutions, rather the changes will allow for CBHE/MDHE to have a more active voice during the re-approval process. Nor will these proposed changes affect the NCATE process which the institutions also undergo.

Future of Higher Education: Governance, Accountability, Financial Aid, and Economic Impact

Presidential Advisory Committee (PAC) Chair Jim Scanlon opened the discussion on the future of higher education. Given the work currently underway with the State Government Review Commission, as well as other formal and informal conversations, the topic of higher education reform is coming to the forefront in Missouri. The intent with this agenda item is to begin an ongoing discussion between CBHE, PAC, MDHE staff, on issues that clearly affect the future of higher education in Missouri. One of the most immediate concerns relates to governance and is a concern we all share. PAC Chair Scanlon asked CBHE Chair Kruse to discuss a meeting the CBHE had with Governor Matt Blunt, as well as a meeting at the board's work session on Wednesday, June 8 with Senator Charlie Shields.

CBHE Chair Kruse reported that the Coordinating Board had the opportunity to meet with Governor Blunt on May 19. Discussion during the meeting focused on the funding and staffing reductions sustained by the MDHE over the last several years, the obligations the department has to the citizens of the state, and the challenges in meeting those obligations with reduced resources. The Governor expressed his concern about the future of Missouri. He is eager for the recommendations of the State Government Review Commission. The Commission's recommendations will provide the basis for restructuring and shaping the structure of state government.

CBHE Chair Kruse also provided a summary of the board's meeting with Senator Shields. Senator Shields briefed the CBHE on the work of the 14 member joint education committee, which he co-chairs with Representative Brian Baker. Much of the committee's recent work has focused on revisions to the school foundation formula. As Senator Shields and the committee look ahead, several issues have emerged:

- Integrating early childhood education with K-12 education
 - Funding early childhood education more adequately
 - Securing additional resources
 - Increasing awareness of the importance of early childhood education and the positive impact early childhood education has on children

- Aligning K-12 and higher education by increasing collaborative efforts, removing silos, and increasing resource sharing
- Addressing governance issues
 - Explore feasibility/advantages of combining boards
 - Explore strengthening the authority of the CBHE
 - Explore ways to increase communication between the boards

Senator Shields believes that the joint education committee will complement the work of the Missouri State Government Review Commission (MSGRC). The Review Commission is looking broadly at state government and will make recommendations aimed at increasing efficiency, strengthening communication, and eliminating barriers within state government. The joint education committee will focus its attention on education issues and improving the state's education system for all Missourians.

The joint education committee will begin its work in the fall, likely beginning with a meeting that will include staff from the Missouri Department of Higher Education, the Department of Elementary and Secondary Education, Senator Shields, Representative Baker, along with members of their staff.

As the joint committee moves forward, they will look to CBHE/MDHE as a resource for research and data to will help inform the committee's work.

CBHE Chair Kruse reiterated the importance of the work of the Missouri State Government Review Commission and the joint committee on education. The CBHE and the state system of higher education must work collaboratively as this reform movement evolves. Change is in the air, we are being given an opportunity to participate in the process. It is imperative that we embrace this opportunity, keeping in mind the best interests of the state, students, and families. CBHE Chair Kruse asked other board members who participated in these meetings to provide their perspectives to the presidents and chancellors.

Ms. Swan said that during the meeting with the Governor, he and the board shared some common frustrations including the increase in the need for remedial course work at the collegiate level, the numerous task forces and reports that have been commissioned with little implementation of numerous recommendations, and an overarching concern that the CBHE lacks the statutory authority necessary to implement the recommendations, as well as affect change in areas such as remedial coursework. The Governor and the board discussed the crucial partnership that must continue to evolve between higher education and the Department of Elementary and Secondary Education and the Department of Economic Development. During the meeting the board members established with the Governor and his staff, that the CBHE, the MDHE, and the state system of higher education are extremely willing to work with his office and staff to provide the information needed, take direction from the Governor's office, and assist in any way in making this a better state for higher education and the economy as a whole. As a follow-up to the meeting the MDHE provided the Governor's office with copies of the Business

Education Roundtable report, as well as the report of the Commission on the Future of Higher Education.

PAC Chair Scanlon asked Carla Chance, president of the MCCA Presidents/Chancellors Council and Barbara Dixon, President of the Council on Public Higher Education to provide an overview of the testimony they recently provided during one of the ongoing public hearings of the State Government Review Commission.

Ms. Chance expressed that in speaking to a committee focused on structure, MCCA attempted to set a tone with the committee that any structural decisions about higher education, and state government in general, should be based on resolving core issues and enhancing outcomes. It is common to focus on change for change sake. As Missouri examine ways in which to bring higher education to the forefront, how to enhance affordability, how to improve participation for citizens, structural decisions need to be made in the context of those three considerations.

MCCA testimony focused on the role of MDHE, DESE, and DED. From the perspective of the community colleges' there are not structural barriers to the three departments working collaboratively and effectively together. There is nothing structurally in state government keeping these entities from developing common agendas, or creating a better environment for higher education. MCCA expressed support to the Commission for the Coordinating Board and support for the Commissioner of Higher Education and believes that in a coordinating role there is an opportunity for the CBHE to be very powerful and guide higher education in the state to establish and enforce policy and to enhance the outcomes on the Missouri report card. Issues about policies that guide higher education in Missouri need to be taking place among the CBHE and the presidents and chancellors rather than in the General Assembly. MCCA's frustration is that too many issues affecting the long-term future of higher education arise in special interest legislation and preclude the opportunity for local governing boards and the CBHE to provide appropriate input.

Dr. Dixon commented that the testimony she provided to the Commission focused on the key issue of student outcomes. No evidence exists that changing the system's higher education structure will give the state additional ability to better educate students. A substantial portion of Dr. Dixon's testimony on behalf of COPHE focused on positive things that have happened under the current structure of the CBHE such as mission differentiation. COPHE is in favor of keeping the current structure with a strong coordinating board. In the testimony, Dr. Dixon communicated the following key characteristics that convey the ideal approach to governance: recognize the regional and mission differences among institutions, provide clear expectations for each institution, measure progress toward results (none of the institutions are afraid of performance indicators and being held accountable), adequately fund and support the institutions using the appropriate performance incentives. COPHE also believes changing the structure would entail many hidden costs both at an administrative level and to the institutions.

Dr. Elson Floyd commended those who have had an opportunity to testify before the Missouri State Government Review Commission. Commissioner Fitch did a good job educating the Commission relative to the work of the CBHE and the work of the higher education institutions. One of the fundamental issues that should be addressed is what is truly broken. Higher education needs to continue to educate the members of the Missouri State Government Review Commission as well as members of the General Assembly regarding the many collaborative, ongoing initiatives and activities between higher education and K-12, as well as the existing, and growing, network of communication between K-12 and higher education.

PAC Chair Scanlon noted that not only is it important to address the issues that may lead some to conclude that higher education is broken, it is crucial to articulate what is right with higher education in Missouri. Higher education leaders need to engage public policy makers in order to proactively demonstrate the valuable return on investment that higher education provides to Missouri.

Several members expressed that in many instances concerns raised about higher education falling short or not meeting the needs of business and industry is communicated in the form of anecdotal information, rather than empirical data.

Discussion resulted in an agreement to form a leadership committee made up of representatives from the CBHE, COPHE, and MCCA that will work to develop a message aimed at educating legislators and members of the Missouri State Government Review Commission about the economic and social benefits of higher education. While certainly there are improvement opportunities in higher education, the group agreed that the system needs to collectively communicate higher education's successes. PAC Chair Jim Scanlon agreed to help coordinate the committee with Commissioner Fitch.

Consent Calendar

Items placed on the consent calendar are recurring issues or are a routine part of the CBHE's and the MDHE's operation. Any or all items may be withdrawn from the consent calendar by any member of the board, if further discussion is necessary.

Mr. Wilson moved that **items found behind Tabs B, C, and D on the consent calendar be approved as printed**. Ms. Swan seconded the motion and it passed unanimously.

Distribution of Community College Funds

The distribution formula has been revised for the last six months of the FY 2005 fiscal year pursuant to the recommendations of the MCCA, the CBHE, and the Senate Appropriations Committee. The revised distributions are reflected in the amounts printed behind Tab E of the board book. This same methodology will be followed as the funds are distributed in FY 2006, beginning on July 1.

Update on State Aid Program Task Force

The first meeting of the task force was held on Thursday, May 26, 2005. The Task Force has set a very aggressive schedule and will be meeting throughout the summer in order to provide a set of recommendations for the board's consideration at the October CBHE meeting.

Dr. Bourisaw made a motion **to adopt the reports as presented from Tabs D and E on the consent calendar**. Mr. Schreimann seconded the motion and it passed unanimously.

Annual Report of the MDHE Proprietary School Program

Mr. Leroy Wade, Director, Proprietary School Certification Program introduced Ms. Karen Finkenkeller who is president of ITT Technical Institute in Earth City and Chair of the CBHE Proprietary School Advisory Committee (PSAC) and Ms. Michelle Holland, regional president for National American University and member of the PSAC. The PSAC provides a tremendous amount of support and guidance to the MDHE proprietary school certification staff. Mr. Wade's presentation is included with these minutes as Attachment B.

Mr. Wade offered background information on the proprietary school certification program, the statutory framework that created the proprietary school certification program and the administrative regulations that set forth the certification process. Missouri was one of the last states that passed legislation to provide regulation, oversight and consumer protection in the arena of proprietary school operation. One of the primary functions of the proprietary school certification program is to oversee the establishment of most new non-public postsecondary education institutions.

Over the past year, the proprietary school certification program has issued 190 certificates of approval to a wide range of postsecondary institutions. Accreditation is not a prerequisite for a license to operate a proprietary school in Missouri. Often receiving a license to operate is the first step toward accreditation. Of the proprietary institutions certified to operate, 53 percent are accredited, with 65-70 percent of enrolled students attending institutions which are accredited.

On an annual basis, the proprietary school certification program receives an average of 35 applications to establish new schools. Proprietary schools have a strong and increasing economic impact on the state's economy. While additional data is needed to confirm estimates, proprietary institutions expended approximately \$270 million into the state's economy in 2004, an increase of 35 percent since 2002. Students attending proprietary institutions receive \$232 million in student financial assistance, most of which is federal student aid.

Proprietary institutions graduate approximately 22,000 students annually. Statewide employment rates for these graduates exceed 70 percent.

Ms. Karen Finkenkeller provided demographic information on the types of students attending and graduating from proprietary schools. Mr. Wade noted that enrollment trends continue to reveal increasing numbers of students attending proprietary institutions. Since 2000, when enrollment at proprietary institutions was approximately 57,000 students, enrollment in 2003 reached approximately 63,000 students. This continued enrollment growth demonstrates that proprietary institutions fill a need within the educational framework of the state system of higher education.

The board offered its appreciation for the important work performed by the proprietary school advisory committee and staff.

FY 2005/2006 Budget Update

Mr. Joe Martin provided an overview of the FY 2006 higher education budget. The MDHE has been notified by the state budget office that \$100 million in previously deferred FY 2005 state aid payments to six of the public four-year institutions should be released to the affected institutions no later than June 27.

The FY 2006 budget passed by the General Assembly has been sent to the Governor. While the Governor has signed several budget bills, he has yet to sign the higher education budget. It is not known whether there will be any vetoes to any of the higher education appropriations.

Significant reductions in both general revenue appropriations and FTE authority will take effect in FY 2006 within the Coordination Administration budget. The impact of the reductions will be a general revenue appropriations reduction of 43 percent and a 47 percent reduction in FTE authority. Compared to FY 2001 when the department received an appropriation of \$2 million and had approximately 35 FTE, in FY 2006, the department will have an appropriation of \$695,000 and approximately 11 FTE, an approximately 67 percent reduction over the last five years. The MDHE has taken steps in the last several weeks, through the leadership of Commissioner Fitch, to realign and reposition itself in the wake of these fiscal and staff reductions in order to continue to meet the needs of the constituents and customers that the department serves. The department will begin July with a different and more streamlined organization, while continuing to provide the statutory and mandatory services the department is obligated to provide to the institutions and citizens of the state.

Funding for the public higher education institutions in FY 2006 will remain close to the FY 2005 appropriations level. The community colleges will receive approximately \$131 million, with one time funding of approximately \$1.2 million appropriated in FY 2005 rolled into the institutions' core budgets in FY 2006. Linn State Technical College will maintain the same level of funding in FY 2006 as in FY 2005. The four-year institutions gained nearly \$2 million, with additional one time funding appropriated to the University of Missouri-Kansas City School of Dentistry and Lincoln University.

In addition to department administrative reductions, there are additional reductions within University of Missouri-related programs. While not a direct appropriation to the institutions, these reductions will impact the institutions. Specifically, funding for the MOBIUS program has been eliminated. MOREnet, the internet backbone used by higher education institutions, K-12 schools, public libraries, state government, and several other public entities sustained an approximately \$4 million reduction. In addition to state appropriations, both MOREnet and MOBIUS utilize user fees as a source of revenue. It is expected that membership fees to participate in both of these organizations will increase. Taken collectively, although institutions were held at the FY 2005 level, funding for higher education overall has seen a reduction of approximately \$2 million.

Using FY 2002 appropriation levels as a bell weather, or high water mark, institutions remain \$115 million below FY 2002 level (not adjusted for inflation).

Funding for the state's major financial aid programs (Bright Flight Program, Charles Gallagher Scholarship Program, and the Missouri College Guarantee Program) remain at the FY 2005 level, however, at current funding levels these programs only serve approximately 25 percent of the students qualifying for scholarships.

Final Summary of Legislation, 93RD General Assembly, 1st Regular Session

Mr. Martin provided a summary of bills introduced during the legislative session relating to higher education. Following the close of the legislative session, MDHE staff analyzed its legislative effectiveness relating to higher education legislation. Of the 69 total bills that included language relating to higher education, 12 bills were Truly Agreed to and Finally Passed. The MDHE was involved in some manner on 68 percent (47 bills) of higher education related legislation. Of language changes proposed by the MDHE, the department was 100 percent effective in achieving the revisions. MDHE staff completed 178 fiscal notes as of May 20, 2005, 98 percent of which were returned by the deadline imposed by the division of legislative oversight.

In accordance with the board's intent, the staff has become more active in the legislature during the past session. With Commissioner Fitch's personal involvement, the department has been able to forge good relationships with several key legislators. The credibility of the department and the board as an objective third party, able to provide legislators with data and information relating to the entire system of higher education is on the rise.

Report of the Commissioner

Commissioner Fitch provided a brief report of activities, issues, and ongoing projects within the department and within the system of higher education.

With respect to the ongoing issues between Three Rivers Community College (TRCC) and Southeast Missouri State University (SEMO), TRCC has responded that the MDHE proposal, already adopted by SEMO, is not acceptable. Commissioner Fitch thanked

SEMO President Ken Dobbins and the SEMO Board of Regents for remaining engaged and willing to discuss possible solutions to these ongoing challenges. Commissioner Fitch has also requested from TRCC specific information relating to contracts, leases, bids, support for student services, etc., relating to higher education centers that TRCC is planning to open at various locations in southeast Missouri. To date, Commissioner Fitch has not received a response from TRCC relating to this request for information.

Commissioner Fitch mentioned a letter of engagement received on June 7 from the State Auditor's Office (SAO). The SAO intends to reopen an audit released in May 2003 on higher education tuition levels.

CBHE Chair Kruse thanked President Jim Scanlon and the staff at Missouri Western State College for their hospitality and tremendous efforts in hosting the CBHE and the presidents and chancellors during the last two days.

There being no further business to come before the board, Dr. Bourisaw made a motion for adjournment, Mr. Wilson seconded the motion and it passed unanimously. The Coordinating Board for Higher Education meeting adjourned at 11:55 a.m.

Respectfully submitted,

Brenda Miner
Executive Assistant to the Commissioner

Roster of Attendees

Coordinating Board for Higher Education

June 9, 2005

Name	Affiliation
J. David Arnold	Missouri Western State College
Constance Bowman	Harris-Stowe State College
Carla Chance	St. Louis Community College
Scott Charton	University of Missouri
Jeanie Crain	Missouri Western State College
Mary Larson Diaz	University of Missouri-Kansas City
Don Doucette	Metropolitan Community Colleges
Karen Finkenkeller	Missouri Association of Private Career Colleges and Schools, ITT Technical Institute
Gregory G. Fitch	Missouri Department of Higher Education
John Ganid	St. Louis Community College
Charles T. Gooden	Harris-Stowe State College
Michelle Holland	National American University
Craig Klimezak	St. Louis Community College
Brian Long	Council on Public Higher Education
Joe Martin	Missouri Department of Higher Education
Jim Matchefts	Missouri Department of Higher Education
Michael McManis	Truman State University
Brenda Miner	Missouri Department of Higher Education
Tu Men	Missouri Department of Higher Education
Jimmy Myers	St. Joseph News-Press
Joe Moore	University of Missouri
Marty Oetting	University of Missouri
Ron Olinger	Missouri Western State College
Ann Pearce	Central Missouri State University
Marcia Pfeiffer	St. Louis Community College-Florissant Valley
David R. Russell	University of Missouri
Y.T. Shah	University of Missouri-Rolla
Victoria "Y" Wacek	Missouri Department of Higher Education
Leroy Wade	Missouri Department of Higher Education
Beth Wheeler	Missouri Western State College

Proprietary School Certification

Annual Report to the
Coordinating Board for Higher Education
June 9, 2005

Overview

- Introduction and Background
- Institutions
- Students
- Program Functions
- Strategies and Challenges

Background

- Statutory Mandate
 - Effective 1985/Revised 1991
- Administrative Regulations
 - Implement Statutory Framework
 - Provide Flexibility to Meet Changing Needs
- Proprietary School Advisory Committee
 - Annual report to the CBHE
 - Guidance/Advisement in Program Operation

Institutions

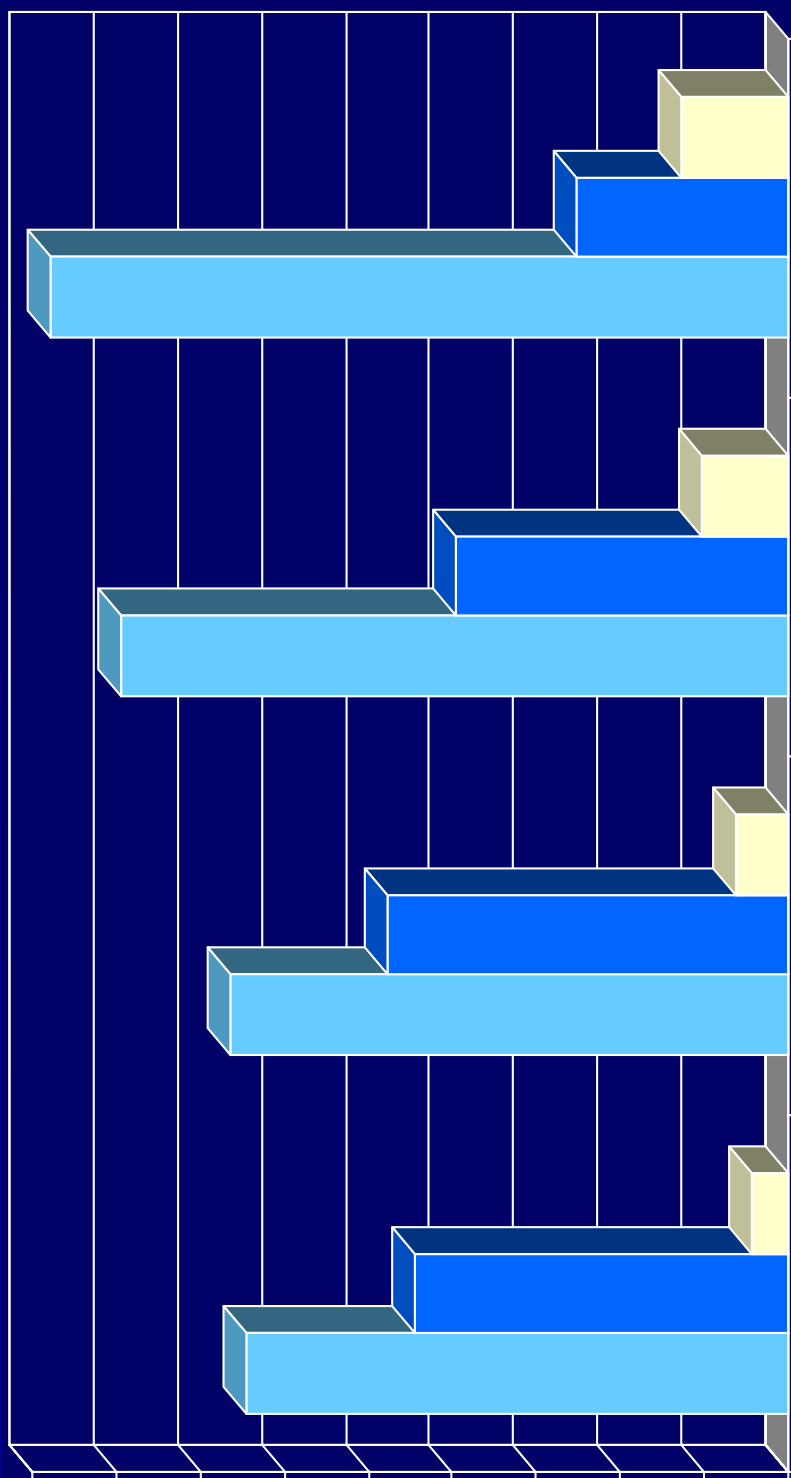
- 190 Certificates of Approval Issued
 - Main and Branch Campuses
 - Offer Instruction and Recruit Students
- Accreditation
 - 53% of All Certified Schools
 - 32% of Missouri-based Schools

Institutions

- 35 Applications to Establish New Schools
 - 18 Certification to Operate
 - 17 Exemption
- 2,032 Instructional Programs
 - 43% Degree Level Programs
 - 820 Program Changes and Additions

Economic Impact

- Financial
 - \$270 Million in expenditures
 - Increase of 35 percent since 2002
 - Payroll of \$116 Million
 - \$232 Million in student financial assistance
- Workforce
 - Approximately 22,000 graduates annually
 - Employment rate in excess 70%



Demographic Data

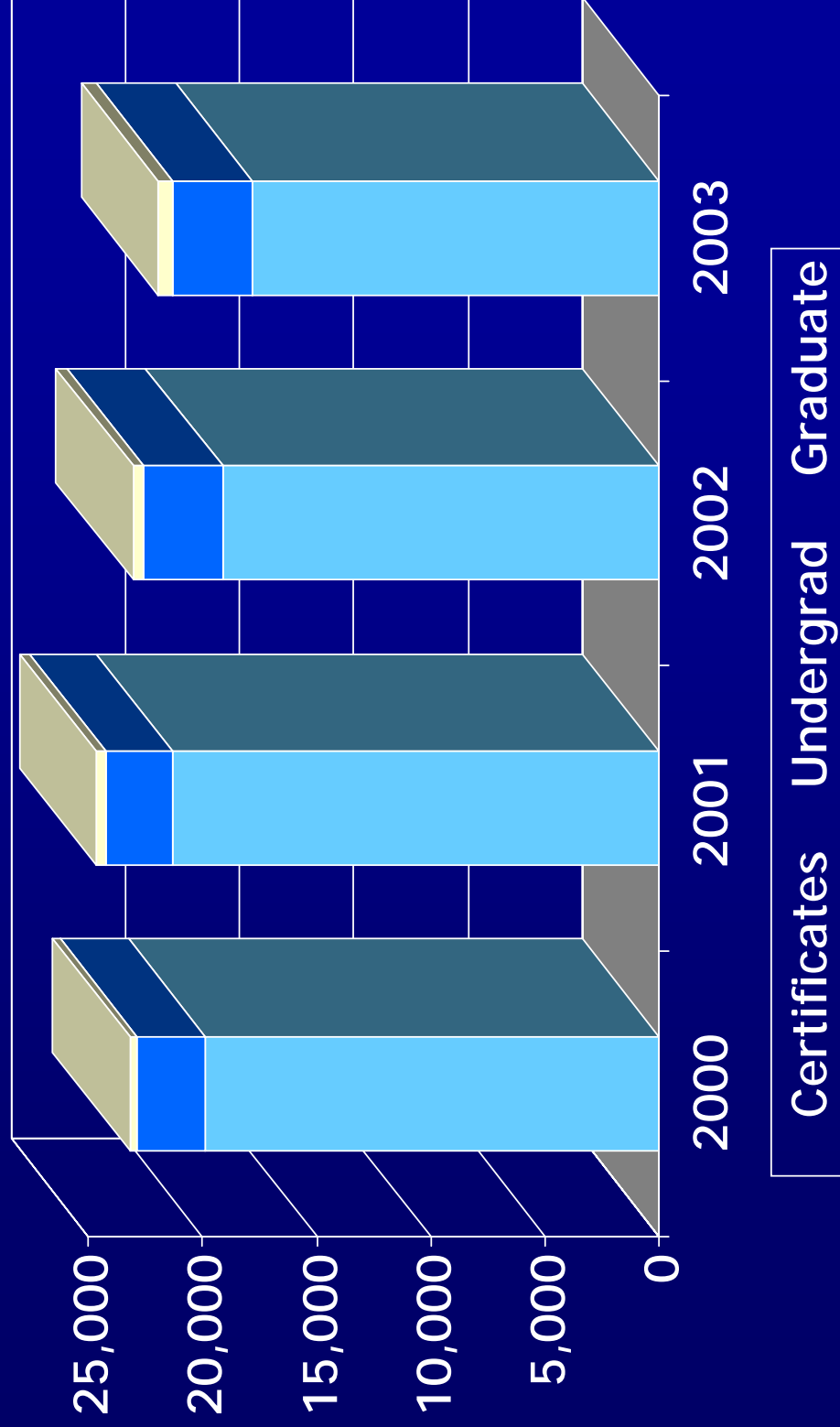
for 2003

- Preparation -
 - 77% High School Graduate
 - 15% GED
- 53% Previous Postsecondary Ed
- 44% Degree Seeking
- 53% Female

Demographic Data for 2003

- Age
 - 31% over the age of 34
 - 48% between 22 and 34
- Ethnicity
 - 23% African-American
 - 29% All Minority Groups

Completions by Level



Functions

- Oversee Establishment of Most New Non-public Postsecondary Education Institutions
- Annually Renew Certificates of Approval
- Monitor School Operations and Closures
- Consumer Protection

Authorization to Operate

- Standards based review of each institution
 - Focus on primary institutional functions
 - Goal of institutional improvement
- Range of institutions from short-term skill training through graduate level
- Issues
 - Maintaining responsiveness
 - Enforcement resources/options
 - Unapproved/Substandard schools

Authorization to Operate

- Exemption

- Eleven Categories
- Primary Areas are Religious and Avocational
- Issues
 - Documentation requirements
 - Large number of schools with no oversight
 - Substandard institutions
 - Monitoring/Enforcement of criteria

Challenges

- Staffing/Resources
 - Program activity requirements
 - Maintaining service
- Increasing Complexity
 - Transfer of Credit
 - Competition/Cooperation
 - Nontraditional Institutions
- Budget Implications
 - On-site Visits
 - Support/Professional Services

Strategies

- Program Improvement
 - Track findings from annual recertification
 - Customer satisfaction survey
- Customer Service
 - Refine Internet site information
 - Continue development/deployment of e-resources
- Program Operation
 - Focus on statutory requirements
 - Reorganize/restructure program

AGENDA ITEM SUMMARY

AGENDA ITEM

Final Amended Bylaws
Coordinating Board for Higher Education
October 13, 2005

DESCRIPTION

The Coordinating Board for Higher Education adopted its current bylaws in October 1987. With no comprehensive review of the bylaws since that time, in early 2005 the CBHE directed the commissioner and appropriate department staff to review the board's existing bylaws and make recommendations in order to update and amend the board's bylaws.

The resulting proposed changes to the bylaws are intended to provide greater conformity to the model provisions contained in *Robert's Rules of Order, Newly Revised, 10th Edition* and to board custom and practice. In addition to minor technical changes, the following proposed changes were discussed during the CBHE board retreat on August 11, 2005:

- Article III, Section 2 – Clarified formation and role of Nominating Committee
- Article III, Section 3 – Chair given explicit authority to appoint committee members and select chairs of each committee
- Article IV, Section 3 – Revised provision on member absences
- Article IV, Section 4 – Inserted provision for electronic participation in meetings
- Article V – New article on committees based on board discussion and resolutions
- Article VI, Section 1 – Inserted purpose of the Presidential Advisory Committee (PAC) as outlined in statute, as well as providing flexibility for the manner in which the CBHE and the PAC meet
- Article VII, Section 1 – Added specific duties of the commissioner
- Article VII, Section 2 – Revised provision on commissioner search process

During the retreat, CBHE members suggested additional changes to the draft amended bylaws. The most significant of these changes included reducing the number of allowed consecutive member absences from regularly called board meetings from three to two (Article IV, Section 3).

Coordinating Board for Higher Education
October 13, 2005

The suggested changes were incorporated into a set of revised draft amended bylaws, and redistributed to the CBHE executive committee electronically following the retreat. Board members were asked to submit additional comments regarding the revised amended bylaws by September 1, 2005.

An additional suggested revision to Article IV, Section 3, relating to member absences was made. The revised amended bylaws, with revisions made since the August 11 board retreat noted in red, are included as an attachment to the agenda item summary for the board's consideration.

STATUTORY REFERENCE

Missouri Constitution, Article IV, Section 52, Establishment of the Coordinating Board for Higher Education
Section 173.005, RSMo, Duties of the Coordinating Board for Higher Education and creation of the Presidential Advisory Committee
Robert's Rules of Order, Newly Revised, 10th Edition, 2000

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education adopt the revised amended bylaws as printed. These amended bylaws shall immediately replace all existing bylaws and shall serve as the fundamental set of guidelines for the conduct of business by officers and members of the Coordinating Board for Higher Education. It is further recommended that the chair direct the commissioner to have the amended bylaws copied and distributed to each board member, as well as make additional copies available to other interested parties.

ATTACHMENT

Attachment A: Final Amended Bylaws, red-lined
Attachment B: Final Amended Bylaws, clean copy

**Bylaws
of the
Missouri Coordinating Board for Higher Education**
(Adopted by the Board in October 1987–Revised on _____)

**Article I
Enabling Authority**

These ~~rules and regulations~~ **bylaws** govern the conduct of the business and affairs of the Missouri Coordinating Board for Higher Education (“Board”) pursuant to the responsibilities vested in it by the Missouri Constitution and Revised Statutes.

**Article II
Members**

The membership of this Board and the terms of office of each member are prescribed in Section 173.005 of the Missouri Revised Statutes. Any member desiring to resign from the Board shall submit such resignation in writing to the Secretary of the Board, who shall provide it to the Executive Committee for action. The Executive Committee shall immediately notify the Director of Boards and Commissions in the Governor’s Office of such member’s resignation.

**Article III
Officers**

Section 1. Officers

The officers of the Board shall be: Chair, Vice Chair and Secretary. They shall be elected by the Board from its own membership. These officers shall perform the duties prescribed by the Missouri Revised Statutes, these bylaws and as may be prescribed by the Board.

Section 2. Election - Tenure of Officers

At the regular meeting of the board immediately prior to April 30, a Nominating Committee of three members shall be appointed by the Chair. It shall be the duty of this Committee to nominate candidates for the offices to be filled by election at the regular meeting immediately prior to June 30. Before the election at the regular meeting in June, following the report of the Nominating Committee, additional nominations from the floor shall be permitted. Officers’ terms shall begin at the close of the regular June meeting, and officers shall serve for a period of one year and until their successors are elected and qualified. No member shall hold more than one office at a time, and no member shall be eligible to serve more than two consecutive terms in the same office.

Section 3. Duties of Officers

Chair

The Chair of the Board shall preside at all meetings of the Board and shall be the spokesperson for the Board and shall perform such duties as may be prescribed by the Missouri Revised Statutes and by the Board. The Chair shall appoint the members of any committee established pursuant to these bylaws and shall name the Chair of each such committee.

Vice Chair

In the event of the absence of the Chair, the Vice Chair shall serve as Chair of the Board and perform all the duties of the Chair. The Vice Chair shall perform such other duties as prescribed by the Missouri Revised Statutes and by the Board.

Secretary

The Secretary of the Board shall take minutes of any executive session of the board and shall perform other duties as prescribed the Missouri Revised Statutes ~~or~~ **and** by the Board.

Article IV Meetings

Section 1. Meetings of the Board may be held at any place or places within the State of Missouri. The Board shall hold no less than four (4) regular meetings during each calendar year. Special or additional meetings may be called by the Chair or upon call of at least five (5) members of the Board. The purpose of the meeting shall be stated in the call.

Section 2. Notice of Meeting

The notice of meeting and agenda shall be in accordance with the Missouri Revised Statutes.

Section 3. Absence at Meetings

If any member of the Board fails to attend any ~~three~~ **two** consecutive regularly called meetings of the Board, **or any four regularly called meetings in any calendar year**, of which meetings the member shall have had due notice, unless such absences shall be caused by sickness or some accident preventing the member's arrival at the time and place appointed for **presence (as defined in Section 4 of this Article IV.A)** at the meetings, the Chair shall bring the matter to the attention of the Director of Boards and Commissions in the Governor's Office. **For purposes of this Section, "regularly called meetings" shall include the February, April, June, October, and December Board meetings, as well as the Board's summer retreat.**

Section 4. Conduct of Meetings

A. A majority of the members of the Board shall constitute a quorum. Any act of the majority of the members present at any **Board** meeting at which a quorum is present shall be the act of the Board. Board members may participate in a meeting by means of conference telephone or similar communication equipment whereby all persons participating in or attending the meeting can communicate with each other, and participation in a meeting in this manner shall constitute presence in person at the meeting for all purposes.

- B. All meetings of the Board and any Committee thereof must comply with the Missouri Revised Statutes on meetings of governmental bodies and maintenance of records by such ~~boards~~ **bodies**.
- C. At all Board and Committee meetings, a staff member shall act as Recording Secretary. In the absence of a staff member, the Board or Committee shall designate a member to serve as Recording Secretary. Full and complete minutes shall be kept of each meeting and shall be submitted to Board members for review prior to the succeeding meeting.
- D. Voting on all matters coming before the Board shall be voice vote. In all cases where the vote of the members present is unanimous, it shall be sufficient to indicate unanimity in the minutes of the proceedings. In all cases where the vote of the members present is not unanimous, the “ayes” and “nays” shall be separately entered upon the minutes. In the absence of such expression of dissent or an expression of abstention, a member of the Board who is present at any meeting in which action is taken on any matter shall be presumed to have assented to such actions unless, before the adjournment of the meeting, the member shall affirmatively request that the member’s vote of “nay” be separately entered upon the minutes, or the member be recorded as not having voted.
- E. The Board may meet for appropriate purposes in executive session. Any vote taken in executive session shall be deemed and retained confidential, subject to the closed meeting provisions the Missouri Revised Statutes.

Article V Committees

Section 1. Executive Committee

An Executive Committee shall be established and composed of five ~~persons~~ **Board members**: Chair, Vice Chair, and Secretary of the Board, as well as Chairs of both the Audit and the Student Loan/Financial Aid Committees. The Executive Committee shall have general supervision of the affairs of the Board between its business meetings, make recommendations to the Board, and perform such other duties as are specified in these bylaws or as directed by the Board. The Executive Committee shall be subject to the orders of the Board, and none of its acts shall conflict with action taken by the Board.

The Board Chair shall serve as the Chair of the Executive Committee. Meetings of the Executive Committee may be called by the Chair of the Executive Committee or upon call of at least three members of the Committee. The Commissioner of Higher Education may also request that the Chair call a meeting of the Executive Committee. The purpose of the meeting shall be stated in the call.

Section 2. Audit Committee

An Audit Committee composed of three ~~persons~~ **Board members** shall be established. The Chair of the Board shall appoint the members of the Audit Committee and at the same time shall name the Chair of the Committee at the regular meeting immediately prior to June 30 of each year. Committee members shall serve for a period of one year and until their successors are appointed and qualified.

The Audit Committee shall receive and review all audit reports pertaining to the Board and the Department of Higher Education and such other audit reports as may be referred to the Committee. The Committee shall report to the Board on the contents of the reports and shall follow up with the Commissioner and department staff regarding resolution of any findings in the reports. The Committee shall report to the Board on the status of any such findings. The Committee shall perform such other duties as are specified in these bylaws or as directed by the Board.

Section 3. Student Loan/Financial Aid Committee

A Student Loan/Financial Aid Committee composed of three ~~persons~~ **Board members** shall be established. The Chair of the Board shall appoint the members of the ~~Audit~~ **Student Loan/Financial Aid** Committee and at the same time shall name the Chair of the Committee at the regular meeting immediately prior to June 30 of each year. Committee members shall serve for a period of one year and until their successors are appointed and qualified.

The Committee shall work with the Commissioner of Higher Education and Department staff on student loan/financial aid issues as they arise and shall, as necessary, make reports to the Board on such activities. The Committee shall perform such other duties as are specified in these bylaws or as directed by the Board.

Section 4. Other Committees

Such other committees, standing or special, shall be appointed by the Chair as the Board or the Executive Committee shall from time to time deem necessary to carry on the work of the Board. The Chair shall appoint the membership of such committees, which may, but need not, include members of the Board, and shall designate the matters to be considered by said committees. The Chair shall be an ex officio member of all committees except the Nominating Committee.

Article VI Advisory Committees

Section 1. Presidential Advisory Committee

Four times each year the Board shall meet with the Presidential Advisory Committee as established by **the Missouri Revised Statutes**. Such meetings shall enable the Presidential Advisory Committee to advise the Board of the views of the institutions on matters within the purview of the Board.

Section 2. Proprietary School Advisory Committee

The Board delegates responsibility to the Commissioner of Higher Education to meet with and receive reports from the Proprietary School Advisory Committee as established by the Missouri Revised Statutes.

Article VII

Conduct of Business and Affairs

Section 1. Staff

The Board shall employ a Commissioner of Higher Education ("Commissioner") to serve at the pleasure of the Board. The Commissioner shall employ and determine the compensation of all such professional, clerical, and research personnel, including, where justified, specialists and/or consultants, as may be necessary to assist the Board in performing those duties outlined in the Missouri Revised Statutes. Except as otherwise expressly provided, all department staff shall be subject to the supervision and direction of the Commissioner.

The Commissioner shall have such duties and responsibilities as prescribed by the Board, including:

- A. Assume general direction of the staff to help meet the objectives set forth by the Board.
- B. Serve as liaison with the presidents, chancellors, and chief executive officers of institutions in carrying out policy objectives promulgated by the Board.
- C. Follow and keep the Board advised of all federal and state legislation affecting the Board and its purposes and objectives.
- D. Issue reports of Board action.
- E. Prepare, review, analyze, and implement all budgets which are approved by the Board.
- F. Make recommendations to the Board concerning the purposes, objectives, and responsibilities of the Board.
- G. Assist the Chair in the release of all information concerning the Board.
- H. Perform such other duties as prescribed by the Board and/or bylaw.

Section 2. Commissioner Search

The Board shall act as a committee of the whole as a search committee, unless the Chair, as directed by the Board, establishes a special committee for the purpose of searching for and screening candidates. The Board may include outside consultants and other persons in the search and screening process provided, however, that only Board members shall vote on the selection of a Commissioner.

Section 3. Evaluation of Commissioner

The Board shall annually evaluate the performance of the Commissioner. ~~shall be evaluated annually.~~ The purpose of the evaluation shall be to establish a record of performance over a

period of time, to identify strengths, and to determine areas where more attention may be needed.

Article VIII Records

Full and complete records of Board actions and activities shall be kept available in accordance with Missouri Revised Statutes on governmental bodies and records.

Article IX Diversity

The Coordinating Board for Higher Education and its staff should use selection processes and criteria designed to ensure diverse representations when making appointments to various committees, councils, or commissions. In as much as reasonably possible, criteria for representation should include the following:

1. Individuals who have demonstrated appropriate expertise and experience through their vocation, employment, affiliation or interests in connection with the membership being assembled;
2. Individuals who reflect the various geographic regions of the state as a whole or other appropriate sub-unit directly in connection to the membership being assembled; and
3. Individuals who reflect the race, ethnicity, age, gender, and disability characteristics of the population of the state as a whole, or other appropriate sub-unit in connection with the membership being assembled.

In as much as reasonably possible, the campus presidents and chancellors, and their respective local boards should use a similar selection process and criteria in making appointments to various committees, councils, or commissions. (Adopted June 7, 2001)

Article X Parliamentary Authority

The rules contained in the current edition of *Robert's Rules of Order Newly Revised* shall govern the Board in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the Board may adopt.

Article XI Amendment of Bylaws

These bylaws may be amended at any regular meeting of the Board by a two-thirds vote, provided that the amendment has been submitted in writing at the previous regular meeting.

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of the
Missouri Coordinating Board for Higher Education**
*(Adopted by the Board in October 1987,
Revised on October 13, 2005)*

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2. Individuals who reflect the various geographic regions of the state as a whole or other appropriate sub-unit directly in connection to the membership being assembled; and
3. Individuals who reflect the race, ethnicity, age, gender, and disability characteristics of the population of the state as a whole, or other appropriate sub-unit in connection with the membership being assembled.

In as much as reasonably possible, the campus presidents and chancellors, and their respective local boards should use a similar selection process and criteria in making appointments to various committees, councils, or commissions. (Adopted June 7, 2001)

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The rules contained in the current edition of *Robert's Rules of Order Newly Revised* shall govern the Board in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the Board may adopt.

Article XI Amendment of Bylaws

These bylaws may be amended at any regular meeting of the Board by a two-thirds vote, provided that the amendment has been submitted in writing at the previous regular meeting.

AGENDA ITEM SUMMARY

AGENDA ITEM

Process for the Evaluation of the Commissioner
Coordinating Board for Higher Education
October 13, 2005

DESCRIPTION

As set forth in the Bylaws of the Coordinating Board for Higher Education (CBHE), the CBHE is to annually evaluate the performance of the Commissioner. Dr. Gregory Fitch will soon conclude his first year as Commissioner of Higher Education. Ms. Martha Davis, the consultant who worked with the CBHE during the commissioner search process, has developed the performance review instrument attached to this agenda item summary. The instrument was designed to align with the job description developed by the CBHE and the board's constituents, as well as the expectations set forth by the board upon Dr. Fitch's employment as commissioner.

The CBHE Executive Committee reviewed and approved the instrument and the performance review process during a conference call on September 26, 2005. Upon approval of the performance review process and the evaluation instrument by the full CBHE, the instrument will be distributed to those who have been identified as having worked closely with Commissioner Fitch over the last year. Responses to the evaluation tool are requested by November 1, 2005. Ms. Davis will analyze the results and share responses with the CBHE Executive Committee by mid-November. The CBHE and Commissioner Fitch will meet in executive session during the December 8, 2005 CBHE meeting to discuss the performance review results.

STATUTORY REFERENCE

Section 173.007, RSMo, Commissioner of higher education, appointment by board, compensation, power, and duties
CBHE Bylaws, Article VII, Section 3, Evaluation of Commissioner

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education accept the process for the annual performance review of Gregory G. Fitch, Commissioner of Higher Education. It is further recommended that the Chair instruct Ms. Martha Davis to distribute the performance evaluation instrument to the list of identified participants requesting a response by November 1, 2005.

ATTACHMENTS

Attachment A: 2005 Performance Assessment Instrument
Attachment B: Suggested List of Participants

Coordinating Board for Higher Education
October 13, 2005

2005 Performance Assessment: Dr. Gregory Fitch**Job Title: Commissioner of the Missouri Department of Higher Education****Today's Date:****Introduction:**

The Coordinating Board for Higher Education (CBHE) will be conducting a formal feedback session with Dr. Gregory Fitch regarding his first year of service as Commissioner of the Department of Higher Education. Prior to selecting Dr. Fitch as Commissioner, CBHE sought the input of a variety of Missouri constituents to formulate the key expectations for the Commissioner's role. The resulting job description will form the foundation for evaluating Dr. Fitch's performance to date. The CBHE will be seeking inputs from the following categories of constituents:

- Academic institutions
- The Missouri Legislature and Governor's office
- DHE Leadership and Staff
- Each member of the Coordinating Board for Higher Education

This evaluation packet contains the job description that was used as a basis for hiring Dr. Fitch, information about DHE goals and objectives, and the performance assessment instrument.

You were specifically selected because of your involvement and knowledge of Dr. Fitch's performance during the last year. All inputs will be confidential, and compiled into an aggregated report for review by the CBHE Board Members and Dr. Fitch.

You will note that the instrument is designed to provide ratings on key aspects of Dr. Fitch's role, along with space to make comments at the end of each section. Please make every effort to provide comments in the space provided, as the written portion of this assessment is as valuable as the compiled ratings. It is most helpful if you are deliberate in the ratings you provide—the likeability of the individual should not influence your ratings. The rating scale is described below.

Rating Scale	Description
5	This person consistently exceeds the expectations of this role.
4	This person meets and sometimes exceeds the expectations of this role.
3	This person meets the expectations for this job role.
2	This person sometimes meets expectations of this role, but needs some development.
1	This person does not meet expectations of this role, and needs to develop this skill.
N/O	I do not feel qualified to rate the person on this particular statement or dimension.

Please place a check mark next to the rating group that best describes your relationship to the above individual:

<input type="checkbox"/> CBHE Board Member	<input type="checkbox"/> Academic Institution President	<input type="checkbox"/> DHE Leader
<input type="checkbox"/> Governor's Office	<input type="checkbox"/> Academic Institution Staff	<input type="checkbox"/> DHE Staff
<input type="checkbox"/> Missouri Legislator	<input type="checkbox"/> Missouri Legislative Staff	

Please forward completed evaluations to:

Martha Davis, The Davis Group

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Kansas City, MO 64155

Phone: (816) 210-4960

E-mail: davisgrp@sbcglobal.net

2005 Evaluation: Dr. Gregory Fitch

Section 1: Commissioner Evaluation		Today's Date:					
<p>Instructions: Please read each statement and place a check mark in the box that you believe best characterizes the Commissioner's current level of effectiveness. Space is provided following each section to input your comments. It is especially valuable to provide comments if the person exceeds or does not achieve what is expected of the role.</p>							
Rating	Description						
5 →	This person consistently exceeds the expectations of this skill or trait in their role.						
4 →	This person frequently exceeds the expectations of this skill or trait in their role.						
3 →	This person meets the expectations of this skill or trait in their role.						
2 →	This person generally meets expectations of this skill or trait, but needs some development.						
1 →	This person needs further development of this skill or trait.						
NO →	Not observed. I have not observed this skill or trait of the person in this role.						
Category							
Strategic Direction		1	2	3	4	5	NO
1. Clearly communicates and effectively engages with the Coordinating Board of Higher Education, organizational leadership and employees in carrying out the mission, vision, and values of the organization.							
2. Weighs the short and long term effects of actions and decisions. Effectively works to convert strategy into meaningful work goals and plans.							
3. Is highly knowledgeable of higher education industry trends—whether from a program, policy, financial, technology, regulatory, human resource, quality or other perspective—and guides the organization accordingly.							
4. Demonstrates a strong ability to gain high, credible visibility among constituents around a variety of higher education issues. Is seen as a first point of contact to resolve strategic issues.							
<i>Comments</i>							
Constituency Relations		1	2	3	4	5	NO
5. Proactively develops relationships with all post-secondary academic institutions throughout the state and works to understand their individual goals and objectives. Is seen as a responsive, credible resource to these institutions.							
6. Effectively builds relationships with other state departments, legislators and their staff, and the Governor's office to promote the higher educational needs of Missouri.							

Constituency Relations		1	2	3	4	5	NO
	7. Effectively builds relationships with business and community leaders to assure their workforce development needs are defined and met through a wide range of post-secondary education programs and services.						
	8. Instills a strong sense of constituency focus in DHE leadership and staff.						
<i>Comments</i>							
Program and Policy Development and Implementation		1	2	3	4	5	NO
	9. Prioritizes the needs and expectations of constituents to develop programs that optimize alignment with CBHE, State, Academic Institutions, and other constituent goals.						
	10. Effectively directs and influences development of policies to achieve goals identified by CBHE, the legislature, the Governor's office and other constituents. Considers both the immediate and long-range implications of policies.						
<i>Comments</i>							
Financial/Results Orientation		1	2	3	4	5	NO
	11. Optimizes achievement of results with extremely limited financial resources—assuring high return of value on programs and services. Is a highly effective steward of resources.						
	12. Uses a variety of measurement tools and reports to track individual and group performance against goals, seeks patterns and trends, and doesn't over-react to one time events. Seeks root cause of problems.						
	13. Effectively directs annual operational and capital budget process in coordination with academic institutions, assuring finances are aligned with state and board policies.						
	14. Is seen as an advocate on behalf of the academic institutions to assure financial and programmatic needs are understood and properly considered by the legislature.						

<i>Comments</i>	
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Organizational Leadership	1	2	3	4	5	NO
15. Selects, develops and retains highly effective organizational leaders and staff. Assures employees have the functional knowledge <u>and</u> interpersonal effectiveness to optimize their contribution to organizational goals.						
16. Creates atmosphere of continuous learning and development for all leadership and staff—assuring systems and tools deliver feedback that is both positive/encouraging as well as informative and corrective.						
17. Values people and their potential to make a significant contribution, regardless of their position or educational background. Creates environment of respect and competency in interactions among all staff.						

<i>Comments</i>	
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Interpersonal Traits	1	2	3	4	5	NO
18. Demonstrates highly effective listening and communication skills.						
19. Is seen as a catalyst for change—does not accept the status quo—is resourceful and creative.						
20. Operates with strong integrity and ethics. Seeks the “win-win” in all negotiations with others.						
21. Demonstrates innovation and flexibility—is seen as an energizer and motivator. Unafraid to take appropriate risks to accomplish the goals of the organization.						
22. Maintains a sense of humor and optimism under pressure. Effectively de-escalates high conflict, high stress situations.						

<i>Comments</i>	
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In the space below, please include any additional comments you may have regarding Dr. Fitch’s performance during the last year.

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Section 2. Performance Evaluation: Greg Fitch Narrative to CBHE Board Members

Among the many initiatives for the DHE in 2005, The Board established the following three specific goals for Dr. Fitch for his first year as Commissioner:

1. Address issues within the Department of Higher Education affecting culture, staff morale, performance effectiveness and constituent service among leadership and staff
2. Establish highly effective, credible working relationships with presidents of all academic institutions throughout Missouri
3. Improve reputation and leverage of the Department of Higher Education with the Governor's office and the Missouri legislature

In the space below, Dr. Fitch will provide commentary on each goal as to accomplishments, ongoing work to be completed, and any barriers or concerns.

Goal #1:

Address issues within the Department of Higher Education affecting culture, staff morale, performance effectiveness and constituent service among leadership and staff.

Accomplishments:**Ongoing Work:****Barriers or Concerns:**

Goal #2:

Establish highly effective, credible working relationships with presidents of all academic institutions throughout Missouri.

Accomplishments:**Ongoing Work:****Barriers or Concerns:**

Goal #3:

Improve reputation and leverage of the Department of Higher Education with the Governor's office and the Missouri legislature.

Accomplishments:**Ongoing Work:****Barriers or Concerns:**

Additional Narrative:

**Suggested List of Participants
Commissioner 360° Evaluation**

All MDHE Staff

All CBHE Members

Governor's Staff

Ken McClure, Chief of Staff
Rob Monsees, Deputy Chief of Staff for Policy
Mary Beth Luna, Policy Analyst, Education

Lieutenant Governor

Peter Kinder

State Senators

Norma Champion-Springfield
Jason Crowell-Cape Girardeau
Robert Mayer-Dexter
Gary Nodler-Joplin
Charlie Shields-St. Joseph

State Representatives

Judy Baker-Columbia
Carl Bearden-St. Charles
Sharon Sanders Brooks-Kansas City
Nathan Cooper-Cape Girardeau
Kathlyn Fares-St. Louis
Sara Lampe-Springfield
Gayle Kingery-Poplar Bluff
David Pearce-Warrensburg
Sue Schoemehl-St. Louis

Four-year Public Presidents

Barbara Dixon-Truman State University
Kenneth Dobbins-Southeast Missouri State University
Elson Floyd-University of Missouri
Henry Givens-Harris-Stowe State University
Dean Hubbard-Northwest Missouri State University
Julio Leon-Missouri Southern State University
James Scanlon-Missouri Western State University

Two-year Public Presidents

Terry Barnes-Mineral Area College
Donald Claycomb-Linn State Technical College
John Cooper-Three Rivers Community College

Steven Gates-Crowder College
Evelyn Jorgenson-Moberly Area Community College
Norman Myers-Ozarks Technical Community College
John McGuire-St. Charles Community College
Neil Nuttall-North Central College
Henry Shannon-St. Louis Community College
Jackie Snyder-Metropolitan Community Colleges

Independent Presidents

Jahnae Harper Barnett-William Woods University
C.R. LeValley-DeVry University
Wendy Libby-Stephens College

State Department Directors

Fred Ferrell-Department of Agriculture
Kent King-Department of Elementary and Secondary Education
Greg Steinhoff-Department of Economic Development

AGENDA ITEM SUMMARY

AGENDA ITEM

Recommendation for Adjustments to Public Institutions Operating Appropriations
Coordinating Board for Higher Education
October 13, 2005

DESCRIPTION

In recent years, Missouri's commitment to fund its public institutions has been restricted because of the state's fiscal challenges. As the fiscal environment begins to turn, it is time to begin pursuing state investment for Missouri's public institutions in a manner that makes sense in all economic times. The intent of this agenda item is to outline the components that will provide approximately \$409,321,465 in additional funding for Missouri's public institutions of higher education.

Background

Mandatory Expenses

Since FY 2002, expenses have increased at Missouri's public institutions by 15 percent, while appropriations have declined by 12 percent. Because of this divergence, the institutions have worked to become more efficient during this period. However, some fixed cost expenses are out of their control.

Staff benefit costs such as health care and retirement are increasing. Some institutions estimate increases up to 14 percent. The costs of utilities, information technology, supplies and services are increasing as well. These fiscal constraints make it difficult for the institutions to direct more money to instruction of the students.

Institutions require more state funding to direct expenditures toward instruction and student support. By providing more state support, Missouri's public institutions will be better prepared to contain costs and keep tuition increases to a minimum, contributing to the rise in Missouri college completion rates. Thus, Missouri's citizens will be better educated while increasing their earning capacity which will help the economy and the future for all residents. Additional funding of \$282,390,624 or approximately a 33 percent increase from the FY 2006 core appropriation will help the institutions direct state funding to the rising fixed costs and students.

New Core Decision Items

All institutions have different needs because they have different missions to fulfill. Some institutions may feel their top priority is related to agriculture or information technology while others may be more concerned with health care or life sciences. In either case, the institutions know what is most pressing for their individual situation.

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This part of the funding request allows the institutions to request their number one priority after mandatory expenses are met as well as show costs for additional needs beyond the top priority. The institutions have calculated their costs for new decision items to total \$114,094,903.

Performance Funding

Since the early 1990s, Missouri has embraced the concept that funding should be used to promote and acknowledge results. The Funding for Results (FFR) process was an early model of similar efforts nationwide. Standardized indicators were used both as an accountability system and as a trigger for funding recommendations based on results. While FFR was not a perfect system, Missouri's educational leadership embraced the concept that limited funding should be used to promote and acknowledge results.

The Governor and several legislators have stressed the importance of quality and performance within Missouri's higher education system. The importance of engaging in performance-based budgeting was reinforced by the General Assembly and the Governor in SB 299, which became effective August 28, 2003. Legislation was again introduced this spring that allows institutions to receive additional funding if they establish performance measures and meet the expectations of those measures.

Funding in this category is to be projected based upon institutional performance levels and suggested as state revenue becomes available. A certain percentage of each institution's core funding will be tied to each of the performance measures. If the individual performance measures are met, a percentage of the institutions' core funding will be requested only after previous appropriation levels to the institutions have been reached.

Linking funding to performance helps to establish priorities for improvement initiatives. Therefore, an additional \$12,835,938 for performance funding is being shown as a holding place for eventual funding of up to six performance measures for each institution. This request is 1.5 percent of the FY 2006 core funding to the institutions.

Conclusions

Providing additional state resources to institutions will enable them to address fixed cost increases and strive to meet their mission. Linking a portion of the FY 2007 budget to performance funding associated with state priorities, such as increases in participation and completion, will demonstrate a collective commitment by Missouri's system of higher education to enhance educational quality throughout the state. Additional state investment will make higher education in Missouri more affordable.

STATUTORY REFERENCE

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

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

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

RECOMMENDED ACTION

It is recommended that the Board approve the CBHE FY 2007 appropriation request, which includes \$282,390,624 in mandatory expenses, \$114,094,903 in new core decision items and \$12,835,938 in performance funding, as presented, for submission to the Governor and General Assembly.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Recommendations for Public Four-year Institution Operating Appropriations
Coordinating Board for Higher Education
October 13, 2005

DESCRIPTION

The FY 2007 request for each item is the FY 2006 core appropriation amount plus the amounts recommended for FY 2007 contained in Tab C of this board book.

A. Core State Appropriations

Core Appropriation \$1,071,567,963

	FY 2006 Core Budget	FY 2007 CBHE Recommendation
Missouri Southern	21,112,134	41,110,906
Missouri Western	20,766,117	37,812,484
Central Missouri	53,827,478	83,180,389
Southeast Missouri	43,832,008	65,660,651
Missouri State	80,295,971	122,256,411
Northwest Missouri	29,866,436	46,907,361
Truman State	40,768,154	63,028,753
Lincoln University	16,752,592	26,240,034
Harris-Stowe	9,810,682	15,886,799
University of Missouri	400,819,361	568,484,175
<u>University of Missouri – Kansas City</u>	<u>1,000,000</u>	<u>1,000,000</u>
TOTAL	718,850,933	1,071,567,963

B. Tax Refund Offset

Core Appropriation \$875,000

The public four-year institutions participate in the tax refund offset program. Under the program, they may intercept Missouri income tax refunds of students who have unpaid debts at the institution.

C. University of Missouri Related Programs

In addition to its general operating budget, the University of Missouri has responsibility for the administration of several separate programs.

	<u>FY 2006 Core Budget</u>	<u>FY 2007 CBHE Recommendation</u>
Missouri Institute of Mental Health	\$1,839,880	\$1,937,394
State Historical Society	\$830,341	\$874,350
Alzheimer's Program	\$0	\$398,640
Missouri Rehabilitation Center	\$10,116,691	\$10,774,276
Hospitals and Clinics	\$13,135,457	\$13,989,262
Missouri Kidney Program	\$4,016,774	\$4,229,663
Missouri Research and Education Network (MOREnet)	\$10,153,081	\$10,691,194
Spinal Cord Injury Fund	\$400,000	\$400,000
State Seminary Fund Investments in:		
Government Securities	\$3,000,000	\$3,000,000
Investment Earnings from Principal	\$250,000	\$250,000
Missouri Telehealth Network*		\$419,356

*This is a one-time appropriation to spend the remaining tobacco settlement funds originally appropriated in House Bill 14 to the University of Missouri-Columbia, School of Medicine.

STATUTORY REFERENCE

Chapter 173, RSMo, and Chapter 33.210 – 33.290, RSMo

RECOMMENDED ACTION

It is recommended the Board approve the FY 2007 four-year institution appropriation request including University of Missouri Related Programs, as presented, for submission to the Governor and General Assembly.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Recommendations for Linn State Technical College Operating Appropriations
Coordinating Board for Higher Education
October 13, 2005

DESCRIPTION

The FY 2007 request is the FY 2006 core appropriation amount plus the amounts recommended for FY 2007 contained in Tab C of this board book.

A. Core State Appropriations

	<u>FY 2006 Core Budget</u>	<u>FY 2007 CBHE Recommendation</u>
Core Appropriation	\$4,540,164	\$9,135,797

B. Tax Refund Offset

Core Appropriation	\$30,000
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Linn State Technical College participates in the tax refund offset program. Under the program, it may intercept Missouri income tax refunds of students who have unpaid debts at the institution.

STATUTORY REFERENCE

Chapter 173, RSMo, and Chapter 33.210 – 33.290, RSMo

RECOMMENDED ACTION

It is recommended the Board approve the FY 2007 Linn State Technical College appropriation request, as presented, for submission to the Governor and General Assembly.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Recommendations for Public Community College Operating Appropriations
Coordinating Board for Higher Education
October 13, 2005

DESCRIPTION

The FY 2007 request for each item is the FY 2006 core appropriation amount plus the FY 2007 recommendations contained in Tab C of this board book.

A. Core State Appropriations

Core Appropriation \$185,346,868

It is further recommended that beginning in FY 2007, all community college core appropriation line items consisting of state aid, workforce preparation, out of district courses, and Regional Technical Education Initiatives (RTEC) be consolidated as one core appropriation line item.

	<u>FY 2006 Core Budget</u>	<u>FY 2007 CBHE Recommendation</u>
Crowder	4,501,655	6,226,071
East Central	5,225,206	7,227,095
Jefferson	7,666,780	10,603,610
Metropolitan	31,851,545	44,053,437
Mineral Area	5,023,128	6,947,351
Moberly	4,854,349	6,778,089
North Central	2,479,665	3,429,745
Ozark Technical	9,363,824	13,326,828
St. Charles	7,013,917	10,049,558
St. Louis	45,799,718	63,345,999
State Fair	5,325,886	7,366,183
<u>Three Rivers</u>	<u>4,232,393</u>	<u>5,992,902</u>
TOTAL	133,338,066	185,346,868

B. Tax Refund Offset

Core Appropriation

\$250,000

Several community colleges participate in the tax refund offset program. Under the program, they may intercept Missouri income tax refunds of students who have unpaid debts at the institution.

STATUTORY REFERENCE

CBHE authority under Section 163.191, RSMo, relating to state aid to community colleges and the State Plan for Postsecondary Technical Education (Sections 173.637 and 178.637, RSMo)

RECOMMENDED ACTION

It is recommended the Board approve the FY 2007 community college appropriation request, as presented, for submission to the Governor and the General Assembly.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Recommendations for MDHE Operating Appropriations
Coordinating Board for Higher Education
October 13, 2005

DESCRIPTION

Staff recommendations for the FY 2007 internal operating appropriation request for the Department of Higher Education are included in this section.

A. Coordination

1. Administration

FY06 Core Appropriation	\$695,134 (17.75 FTE)
FY07 Requested Core	\$710,097 (18.65 FTE)

2. Program Distribution

a. Midwest Higher Education Commission

FY06 Core Appropriation	\$82,500
FY07 Requested Core	\$90,000

Section 173.700, RSMo, authorizes Missouri's membership in the Midwestern Higher Education Commission (MHEC), naming the CBHE as the administrative agent. All of Missouri's public two- and four-year institutions and numerous independent institutions use the services of MHEC. As a member of MHEC, Missouri participates in the Midwest Student Exchange Program which became operational during the 1994-95 academic year in most member states. This program allows Missouri residents to enroll at participating out-of-state institutions at 150 percent of the resident student tuition rates. Other programs include joint purchasing of natural gas and property insurance through pooled arrangements involving member institutions.

b. State Anatomical Board

FY07 Core Appropriation	\$3,069
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Section 173.005, RSMo, transferred the State Anatomical Board to the Department of Higher Education. The responsibilities of the State Anatomical Board are outlined in Chapter 183, RSMo. The CBHE acts as the fiscal agent for the State Anatomical Board, which distributes unclaimed or donated human bodies to mental, dental, chiropractic and osteopathic programs for use by students in their training. Expenditures consist of fixed stipends paid to officers of the State Anatomical Board, printing costs, and per capita stipends paid to doctors serving as local secretaries who

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have responsibility for the receipt and distribution of bodies. These expenditures are partially offset by an assessment of 50 cents per student from member institutions.

B. Information Technology Consolidation

FY06 Core Appropriation \$1,171,967 (14.81 FTE)

FY07 Requested Core \$0 (0 FTE)

The core appropriation of \$1,171,967 from general revenue, federal funds and guaranty agency operating funds is made up of information technology expenses within DHE. Governor Blunt has ordered that management of state information technology resources be consolidated under the Office of Administration. For Fiscal Year 2007, all funding for information technology staff and computer equipment will be reallocated to the Office of Administration. These resources will be under the direct control of the state's Chief Information Officer, who will assess the information technology staffing and equipment requirements for each department.

C. Improving Teacher Quality State Grants (formerly known as the Eisenhower Program)

FY07 Core Appropriation \$1,776,425 (1 FTE)

The core appropriation of \$1,776,425 in federal funds comes from a U.S. Department of Education grant to enhance teacher education in mathematics and science, as authorized by Title II of the Elementary and Secondary Education Act. These funds are allocated to projects designed by higher education institutions and qualifying nonprofit organizations to improve mathematics and science education in grades K-12. In FY 2007, the CBHE will utilize 1.0 FTE for this program.

D. Proprietary School Regulation

Proprietary School Bond \$100,000

Section 173.612, RSMo, requires each proprietary school to file a security deposit with the CBHE covering the school and its agents in order to indemnify any student, enrollee, parent, guardian or sponsor of a student or enrollee who suffers loss or damage because of certain actions of the school or for failure to deposit student records in an acceptable manner upon school closure. The CBHE holds a security deposit from each proprietary school ranging from a minimum of \$5,000 to a maximum of \$25,000. This appropriation is necessary to ensure the use of those monies for indemnification purposes in cases of malfeasance by a proprietary school.

E. Federal and Donated Funds

FY07 Core Appropriation \$2,000,000

This appropriation provides CBHE with spending authority for any private or federal grants received by the agency.

F. Financial Assistance and Outreach

1. GEAR UP Early Awareness and Outreach

a. Administration

FY07 Core Appropriation	\$758,027 (5.5 FTE)
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b. Program Distribution

FY07 Core Appropriation	\$897,572
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In September 2000, the Coordinating Board for Higher Education was notified that it received a five-year federal GEAR UP grant of \$7,455,027 covering the period September 15, 2000 through September 14, 2005. The purpose of the grant is to increase the educational attainment of low-income middle and high school students by helping them complete high school, prepare for, and enroll in college. A request for continued authority for GEAR UP is included in this year's budget request. Continued funding of the grant is dependent upon successfully raising the educational attainment level and college participation rates among the youth participating in the GEAR UP grant program.

G. Missouri DHE Student Loan Program (Federal Funds)

1. Administration

FY06 Core Appropriation	\$11,692,246 (50.67 FTE)
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FY07 Requested Core	\$11,844,875 (50.77 FTE)
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a. E-Government

i. Administration

FY06 Core Appropriation	\$7,661
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FY07 Requested Core	\$0
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2. Guaranty Functions

a. Student Loan Revolving Fund

FY07 Core Appropriation	\$85,000,000
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Section 173.120, RSMo, establishes a revolving fund used solely to pay claims and administer the loan program. An appropriation granting authority to spend up to \$85,000,000 is required so that Guaranty Student Loan Program funds may be accessed. Disbursements include the purchase of defaulted loans, repurchases of defaulted loans by lenders, payments of accrued interest on defaulted loans, and federal reinsurance payments.

b. Collection Agency Invoicing

FY07 Core Appropriation	\$4,000,000
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The department requires that all collection agencies transmit all collections to DHE and then submit invoices for their fees. Continued authority in the amount of \$4,000,000 is needed for this purpose.

c. Federal 48-hour Rule Reimbursement

FY07 Core Appropriation	\$500,000
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A U.S. Department of Education regulation requires state guaranty agencies to deposit all revenues collected from defaulted borrowers into the state's federal fund within 48 hours of receipt. Authority in the amount of \$500,000 is needed to meet these requirements.

d. Transfer Appropriations

FY06 Core Appropriations	\$9,100,000
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FY07 Requested Core	\$9,000,000
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Federal law requires certain transfers between the guaranty agency operating fund and the federal student loan reserve fund. These appropriations provide the necessary authority to meet these requirements.

e. Tax Refund Offsets

FY07 Core Appropriation	\$250,000
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Section 143.781, RSMo, gives state agencies the authority to make state tax refund offsets against debts owed to the state agency, including defaulted guaranteed student loans.

STATUTORY REFERENCE

Authority granted under Sections 173.005, RSMo, through 173.750 inclusive.

RECOMMENDED ACTION

It is recommended the Board approve the CBHE FY 2007 internal appropriation request, as presented, for submission to the Governor and General Assembly.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Recommendations for State Student Financial Assistance Programs
Coordinating Board for Higher Education
October 13, 2005

DESCRIPTION

Staff recommendations for the FY 2007 Student Financial Assistance Programs appropriations are included in this section. The Department of Higher Education administers seven state student financial assistance programs. The request for each item is the FY 2006 core appropriation amount, with the exception of the Advantage Missouri Program, where the core appropriation for additional loans is being phased out.

1. Program Distribution

a. Academic Scholarship Program (Bright Flight)

FY07 Core Appropriation	\$15,787,000
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The Missouri Higher Education Academic Scholarship Program (Bright Flight) provides scholarship benefits to students who have a composite score in the top three percent of all Missouri students taking either the American College Testing (ACT) Program Assessment or the Scholastic Aptitude Test (SAT) during their senior year of high school. The scholarship award is \$2,000 per academic year (\$1,000 for each semester of enrollment) until the first bachelor's degree is received, or ten semesters, whichever occurs first. This program has proved very successful in persuading many of Missouri's best and brightest high school scholars to remain in Missouri for their higher education experience.

b. Charles Gallagher Student Financial Assistance Program

FY07 Core Appropriation	\$16,628,436
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The Charles Gallagher Student Financial Assistance Program provides assistance to Missouri residents based on demonstrated financial need as determined by the Federal Needs Analysis Formula considering the cost of attendance at the Missouri institution where the applicant is enrolled. More than 80 percent of the funds in this program are awarded to students attending independent colleges and universities. The core request will provide average awards of \$1,320 to approximately 12,700 students, representing approximately 25 percent of eligible applicants.

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c. Missouri College Guarantee Grant Program

FY07 Core Appropriation	\$8,385,000
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The Missouri College Guarantee Grant Program provides assistance to students who demonstrate financial need and also meet the other statutory academic eligibility requirements for this scholarship. The amount of the scholarship cannot exceed the current average cost of tuition and other fees at the campus of the University of Missouri having the largest total enrollment and a standard book cost determined by the DHE. More than 80 percent of the funds in this program are awarded to students attending public colleges and universities. The core request will provide average awards of \$1,980 to approximately 4,100 students, representing approximately 26 percent of eligible applicants.

d. Advantage Missouri Program

FY06 Core Appropriation	\$105,000
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FY07 Requested Core	\$0
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The Advantage Missouri Program was a loan and loan forgiveness program designed to provide financial assistance to students who elect to enroll in academic programs that prepare them to work in certain designated high-demand occupational fields. The CBHE designated biomedical/biotechnology, advanced manufacturing, and computer-related occupations as eligible occupational fields. Even though the core appropriation is being eliminated, administrative activities continue to occur. The DHE staff must continue to monitor employment and repayment status to be sure the obligations of the recipients are being met.

e. Marguerite Ross Barnett Memorial Scholarship Program

FY07 Core Appropriation	\$425,000
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The Marguerite Ross Barnett Memorial Scholarship Program is the only state-funded scholarship available for part-time enrolled students. The scholarship is especially important for those individuals already in the workplace seeking to upgrade their skills. The scholarship is need-based and is calculated using the Federal Needs Analysis Formula.

f. Public Service Officer's Survivor Grant Program

FY07 Core Appropriation	\$60,710
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This grant provides educational assistance to the spouses and children of certain public employees who were killed or permanently and totally disabled in the line of duty. Dependents are eligible up to the age of 24 to receive a grant to enroll in any program leading to a certificate, associate degree or baccalaureate degree at an approved Missouri postsecondary institution. The maximum annual grant is the least of the tuition paid by a full-time undergraduate Missouri resident at the University of Missouri-Columbia, or the tuition paid at the institution which the student attends.

g. The Vietnam Veteran Survivor Grant Program

FY07 Core Appropriation

\$50,000

This program provides educational grants to eligible survivors of certain Vietnam veterans. To be eligible, an applicant must be a child or spouse of a deceased veteran who served in the military in Vietnam or the war zone in Southeast Asia and who was a Missouri resident when first entering military service and at the time of death. Grant recipients must enroll full-time in programs leading to a certificate, associate degree, or baccalaureate degree at an approved Missouri postsecondary institution. The maximum grant award is the lower of the actual tuition charged a full-time student at the approved institution where the eligible survivor is enrolled or the average amount of tuition charged for a full-time Missouri resident at the four regional institutions.

STATUTORY REFERENCE

Authority granted under Sections 173.005, RSMo, through 173.750 inclusive.

RECOMMENDED ACTION

It is recommended the Board approve the CBHE FY 2007 Student Financial Assistance appropriation request, as presented, for submission to the Governor and General Assembly.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Recommendations for Public Four-Year Institutions' and Linn State Technical College's Capital Improvements
Coordinating Board for Higher Education
October 13, 2005

DESCRIPTION

The FY 2007 capital improvement recommendations are attached. The \$398,401,031 recommendation includes 14 projects for the public four-year institutions and Linn State Technical College. The first priority for each institution is listed and ranked in accordance with CBHE policy IV.D.1, "Guidelines for Selecting Priorities for Capital Improvement Projects."

STATUTORY REFERENCE

Chapter 173, RSMo, and Chapter 33.210 – 33.290, RSMo
Section 173.020, RSMo, CBHE statutory responsibility to plan systematically for the state higher education system

RECOMMENDED ACTION

It is recommended the Board approve the FY 2007 capital improvement recommendations for the public four-year institutions and Linn State Technical College for submission to the Governor and General Assembly. DHE will work with the Community Colleges to create a future plan for capital requests. Due to the lack of state revenue for this purpose over the last several fiscal years and the increasing infrastructure needs on campuses, the Board further recommends the Governor and General Assembly consider the issuance of state bonds, if necessary, to fund public higher education capital improvement projects recommended by the Board.

ATTACHMENT

FY 2007 Capital Improvement Recommendations, Public Four-year Institutions and Linn State Technical College

Coordinating Board for Higher Education
October 13, 2005

FY 2007 Capital Improvement Recommendations

PUBLIC 4-YEAR INSTITUTIONS

and LINN STATE TECHNICAL COLLEGE

CBHE Priority	Inst. Institution	Facility Name	Project Description	Total		Prior State		FY 07		FY 08	
				Project Cost	Local Match	Funding Received	Request	Request	Request	Request	Request
1	1	UM-St. Louis	Benton/Stadler Halls and Master Plan III	\$ 56,044,000	\$ -	\$ 3,500,000	\$ 52,544,000	\$ -			
2	1	Southeast	Visual & Performing Arts/Kennett Area Center	\$ 46,816,542	\$ 25,010,000	\$ 4,601,000	\$ 17,205,542	\$ -			
3	1	Missouri Western	arts/renovation at Kennett Center for addition of classroom & computer lab								
		Agenstein Science and Math, Phase I	Renovation and addition for math and science programs	\$ 33,298,187	\$ 2,931,935	\$ -	\$ 16,614,295	\$ 13,751,957			
4	1	Central	Morrow/Garrison	\$ 15,230,122	\$ 2,000,000	\$ -	\$ 890,962	\$ 12,339,160			
5	1	UM-Rolla	Schrenk Hall	\$ 69,569,000	\$ 13,914,000	\$ -	\$ 55,655,000	\$ -			
6	1	Truman	Pershing Building	\$ 24,736,462	\$ 2,927,800	\$ -	\$ 21,808,662	\$ -			
7	1	Lincoln	Jason Hall	\$ 2,975,443		\$ -	\$ 221,698	\$ 2,753,745			
8	1	Missouri State	Facilities Reutilization Plan (FREUP)	\$ 29,704,521	\$ -	\$ -	\$ 29,704,521	\$ -			
9	1	Northwest	Olive DeLuce Fine Arts	\$ 24,908,933	\$ 2,610,313	\$ 1,691,651	\$ 20,606,969	\$ -			
10	1	Linn State	HTAC- Heavy Equip/ Med Truck/Auto Collision	\$ 13,339,256	\$ 2,667,851	\$ -	\$ 5,335,703	\$ 5,335,702			
11	1	Missouri Southern	Health Sciences Building	\$ 24,234,401	\$ 4,806,779	\$ 200,504	\$ 13,458,983	\$ 5,768,135			
12	1	Harris-Stowe	Early Childhood/ Parent Education Center	\$ 14,083,370	\$ 2,816,674	\$ -	\$ 11,266,696	\$ -			
13	1	UM-Columbia	Health Sciences Research Center	\$204,234,000	\$ 116,705,000	\$ -	\$ 87,529,000	\$ -			
14	1	UM-Kansas City	Miller Nichols Library and Academic Commons	\$ 81,948,000	\$ 16,389,000	\$ -	\$ 65,559,000	\$ -			
TOTALS				\$ 641,122,237	\$ 192,779,352	\$ 9,993,155	\$ 398,401,031	\$ 39,948,699			

AGENDA ITEM SUMMARY

AGENDA ITEM

Distribution of Community College Funds
Coordinating Board for Higher Education
October 13, 2005

DESCRIPTION

The process for making state aid payments to the community colleges in FY 2006 will be monthly. All FY 2006 state aid appropriations are subject to a three percent governor's reserve.

The payment schedule for July through September 2005 state aid distributions is summarized below. There have been no Maintenance and Repair disbursements to date in FY 2006.

State Aid (excluding M&R) – GR portion	\$ 20,058,171
State Aid – lottery portion	1,484,133
Workforce Preparation – GR portion	3,628,149
Workforce Preparation – lottery portion	323,097
Out-of-District Programs	285,177
Technical Education	4,958,715
Workforce Preparation for TANF Recipients	398,691
Maintenance and Repair	<u>0</u>
TOTAL	\$ 31,136,133

The total distribution of state higher education funds to community colleges during this period is \$31,136,133.

STATUTORY REFERENCE

Section 163.191, RSMo

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT(S)

None

Coordinating Board for Higher Education
October 13, 2005

AGENDA ITEM SUMMARY

AGENDA ITEM

Committee on Transfer and Articulation
Coordinating Board for Higher Education
October 13, 2005

DESCRIPTION

The CBHE's standing advisory committee, the Committee on Transfer and Articulation (COTA), works within the board's statutory authority to "establish guidelines and to promote and facilitate the transfer of students between institutions of higher education within the state" (Section 173.005.2(6) RSMo), to ensure that transfer/articulation policies are regularly developed, evaluated, and monitored. The intent of this item is to provide the board with an update on transfer and articulation issues.

Background

COTA

- Eight-member committee - three members from public two- and four-year institutions respectively, one from independent four-year; and one from independent or proprietary two-year institution

Credit Transfer Policy Framework

- 1987 – Policy adopted
Emphasized seat time, course titles, and credit hours
- 1998 – Credit transfer policy revised
Emphasized a student-centered framework
Removed limit of 64 hours
- 2000 – Credit transfer policy revised
Provides a rationale for general education
Includes 42-hour block of general education credit
- 2003 – Frequently Asked Questions on Credit Transfer approved
Generic position description of transfer/articulation officers approved
- 2005 – Joint Leadership Statement on Commitment to Transfer signed by presidents and chancellors of MCCA and COPHE

Credit Transfer Policy Revisions

COPHE and MCCA recommended statements for inclusion in the Credit Transfer Policy that cover the following three issues: additional lower-division requirements, the transferability of credits beyond 64 hours, and lower/upper division course similarities. At the CBHE February 10, 2005 meeting, COTA was asked to review these recommended statements, make any revisions,

Coordinating Board for Higher Education
October 13, 2005

and determine if they represented clarifications, addendums, or revisions to the board's Credit Transfer Policy. COTA reviewed the statements, made minor changes in wording for clarity, and determined that the first two should be treated as clarifications while the statement on lower/upper division courses should be treated as an addendum. COTA also identified where in the current policy these statements should be included. The revised Credit Transfer Policy with the two clarifications and one addendum is attached. After the October 13, 2005 CBHE meeting, COTA will distribute the board's Credit Transfer Policy with the clarifications and addendum to all institutions.

Transfer-Friendly Initiative

Interest in promoting effective transfer practices was reinforced at the December 2004 CBHE meeting when COTA was charged with exploring a potential new initiative on "transfer friendly" institutions in Missouri. COTA solicited volunteers from the public, independent, and proprietary sectors to review best practices in transfer in order to develop a framework for this initiative. The volunteers were charged to:

- Identify institutional practices that provide a foundation for determining what is meant by "transfer friendly"
- Include both sending and receiving institutions in the analysis
- Determine if a voluntary program that identifies Missouri institutions as "transfer friendly" (or another label) should be pursued by COTA

The Good Practice Subcommittee met at the MDHE offices on September 23, 2005. Members discussed constructing a survey for institutions and students that will gauge transfer policies, procedures, and public perception. Members intend to collect information on specific practices at the institutional level that would supplement the 1998 Principles of Good Practice. Members also began to explore advantages and disadvantages of designing a voluntary rating system for institutions (sending and receiving). The subcommittee will present its recommendations to COTA in November 2005.

Transferability of Proprietary School Credits

As a result of residual confusion on the part of institutions and students related to the transfer of credit from proprietary institutions, COTA has distributed the attached Memo to Chief Academic Officers and other institutional administrators in order to clarify the statewide credit transfer policy. The memo emphasizes the fair and equitable treatment of all transfer students, including those from proprietary sector institutions that meet both the certification and accreditation standards outlined in state policy. While the credit transfer decisions remain at the institutional level, COTA has stressed that justification for such decisions should be based on an analysis of transcripts, courses, and/or student assessments as well as other relevant factors. COTA also noted that any institution participating in the statewide policy agreement has the right to appeal institutional transfer practices, procedures, requirements, and policies that are not in accord with the principles or spirit of the CBHE Credit Transfer Policy.

Teacher Education Articulation

Students in Missouri's teacher education programs may encounter difficulty transferring between institutions due to lack of consistency in program requirements. Although extensive work has been done on mid-preparation competencies for teachers, not all institutions have adopted these competencies. Consequently, two-year institutions must develop separate articulation agreements with each receiving institution as a way of protecting teacher education transfer students. During its September conference call, COTA members discussed teacher education articulation challenges with Ms. Mary Beth Huxell and Dr. Deborah Carr the two- and four-year chairs of the Missouri Association of Colleges of Teacher Education (MACTE). During the discussion, previous state-level work on teacher education articulation was acknowledged. There was general agreement that common competencies should equal common degree requirements and that Missouri teacher education transfer students would benefit from guidelines for a statewide model agreement.

After extensive discussion COTA asked MACTE representatives to work with the MACTE membership in identifying strategies for improving teacher education articulation in Missouri. MACTE will provide recommendations to COTA by November 2005.

Transfer Conference

For approximately 10 years, Missouri held an annual transfer/articulation conference. This conference provided a public venue for discussion of transfer/articulation policies and practices by faculty and administrators. As a result of budget constraints, the conference was cancelled approximately three years ago. Institutional representatives have commented about the desire to re-start the annual transfer/articulation conference. COTA is exploring methods to reinstate this annual conference. A Leadership Team for Transfer and Articulation was formed to make recommendations to COTA regarding how to restart these conferences, when to hold the first conference, and where to obtain funding. The Leadership Team will meet in October 2005.

Conclusions

COTA has analyzed the statements from COPHE and MCCA and made appropriate revisions to the Credit Transfer Policy. COTA has also emphasized its support of certified proprietary schools' participation in the statewide transfer policy through contact with Chief Academic Officers and other administrators at Missouri institutions. To enhance transfer in Missouri, COTA has established a subcommittee to provide recommendations regarding a transfer-friendly initiative and a subcommittee to reinstate transfer conferences. In addition, progress is being made in the articulation of teacher education programs. Through these actions, COTA and the CBHE are ensuring an efficient and effective transfer and articulation system that is cost-effective and promotes successful participation in Missouri's system of higher education.

STATUTORY REFERENCE

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

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENTS

Attachment A: Credit Transfer Policy

Attachment B: Memo to Chief Academic Officers

Attachment C: List of Current COTA Members

CREDIT TRANSFER: GUIDELINES FOR STUDENT TRANSFER AND ARTICULATION AMONG MISSOURI COLLEGES AND UNIVERSITIES

Adopted June 8, 2000

I. INTRODUCTION

The Coordinating Board for Higher Education (CBHE) fosters a public policy framework that is committed to the values of access, quality, and efficiency for the state's higher education system. As Missouri continues to increase aspiration and performance levels for all students, it will require an educational system that is responsive to the needs of students for easy mobility across institutions. Missouri's commitment to have institutions with distinctive missions, including differential admission standards, underscores the importance of an effective transfer and articulation system. These credit transfer guidelines are intended to ensure that high school graduates with clear educational objectives may complete a degree program offered by colleges and universities in the shortest possible time, whether the student remains in one institution or transfers to another.

The CBHE recognizes that each Missouri college and university is responsible for establishing and maintaining standards of expectations for all students completing its courses, programs, certificates, or degrees. It also recognizes that for effective and efficient transfer of credits between and among these colleges and universities, it is necessary to exercise this responsibility within the context of a statewide "system" of higher education. Effective transfer and articulation is based upon inter- and intra-institutional communication, a mutual respect for institutional integrity, a high degree of flexibility, procedures for identifying problems, a mechanism for implementing appropriate solutions, regular and systematic review of policies, and a timely and orderly process for change. Harmonious and equitable consideration of any problem that a student may encounter in moving from one institution to another is an ultimate objective of these transfer guidelines.

A. STATUTORY RESPONSIBILITY

Section 173.005(6), RSMo, requires the CBHE to "establish guidelines to promote and facilitate the transfer of students between institutions of higher education within the state." This responsibility is discharged through the implementation of the CBHE's credit transfer policy.

B. APPLICABILITY OF GUIDELINES

These transfer guidelines are applicable to course credits and related matters for undergraduate students who wish to transfer between Missouri public colleges and universities that have regional accreditation or that have been advanced to candidacy status by the North Central Association. The CBHE also recommends these guidelines to Missouri independent institutions that meet the same accreditation standards. In addition, the development of program-to-program articulation agreements is encouraged between Missouri's public and/or independent institutions of higher education and postsecondary institutions, such as proprietary institutions, with national accreditation recognized by the U.S. Department of Education and certification by the CBHE.

C. GUIDING PRINCIPLES

1. Neither transfer nor native students should be advantaged or disadvantaged as a consequence of the transfer process.
2. The delivery of lower-division courses should not be the sole province of a single institution, but should be subject to articulation between sending and receiving institutions.
3. Separate credit-hour limitations should not be imposed on transfer students based on the type of sending institution.
4. Variations in baccalaureate degree programs that reflect institutional missions should be respected and accommodated.
5. The faculty role in the design of curricula and the establishment of degree requirements must be respected.
6. Program-to-program institutionally articulated degrees for the associate of science (AS) and associate of applied science (AAS) should be encouraged.
7. A workable transfer system requires predictability of transfer decisions and responsiveness to student needs. Demonstrating the effectiveness of transfer and articulation systems, including institutional and statewide agreements, requires analyses that employ common data elements and definitions that are collected and shared among institutions and with the CBHE.
8. Prior to full implementation, any curricular changes that affect existing transfer and articulation agreements should involve timely mutual consultation by both receiving and sending institutions and notification to all affected parties once new agreements are reached.
9. Presidents and chancellors should ensure that effective transfer and articulation are a priority at their institutions and that all members of the academic community--including faculty and department chairpersons--must honor all transfer agreements agreed to by their institutions.
10. In order to facilitate student success and to reinforce the respective missions of associate and baccalaureate institutions, students who begin an associate degree program and who aspire to pursue a baccalaureate degree should be encouraged by both the sending and receiving institutions to complete the associate degree program, to transfer immediately upon associate degree completion, and to complete the baccalaureate degree in a timely manner.

II. STATEWIDE GENERAL EDUCATION POLICY

The state has high expectations for all Missouri college graduates and has promulgated a statewide general education policy that establishes a rationale for general education; defines the responsibilities of institutions, faculties, and students for general education; and promotes broad curricular goals and student competencies that should result from institutional general education programs.

A. RATIONALE FOR GENERAL EDUCATION

General education is the curricular foundation of the American academy. It encourages students to acquire and use the intellectual tools, knowledge, and creative capabilities necessary to study the world as it is, as it has been understood, and as it might be imagined. It also furnishes them with skills that enable them to deepen that understanding and to communicate it to others. Through general education, the academy equips students for success in their specialized areas of study and for fulfilled lives as educated persons, as active citizens, and as effective contributors to their own prosperity and to the general welfare.

As the academy's knowledge of the world is structured, so must general education be constructed to introduce students to the traditional disciplines of the arts and sciences. As that knowledge is ever changing, so must general education alert students to connections between the traditional disciplines and to the potential for interaction among all branches of knowing, ordering, and imagining the real world. As the real world is diverse, so must general education inform students that the world is understood in different ways and provide them with the means to come to terms, intelligently and humanely, with that diversity. As diversities of knowing and understanding must be made open and accessible, so students must acquire appropriate investigative, interpretative, and communicative competencies.

B. RESPONSIBILITIES

While the academy is not the only place where these high aims can be imagined and achieved, more than any other place it receives public and private support for just these ends. General education is thus a core responsibility of the academy as well as a foundation curriculum for students.

To discharge this trust, academic institutions must deliver appropriate resources to their faculties, and faculties must design and transmit to students effective means and persuasive rationales for achieving general education aims. Both institutions and faculties must satisfy their constituents that these ends are being achieved satisfactorily and in ways that are consistent with each institution's mission.

While students have a right to expect their academic institutions and faculties to fulfill these responsibilities, students also incur the obligation to act as partners in learning in order to become agents in, not merely receivers of, their own general education.

In the state of Missouri, all public institutions of higher education and each independent or proprietary institution that is signatory to the statewide credit transfer policy must agree that the general education achievements of students who succeed in discharging their obligations are wholly transferable in terms both of graduation credit and of real competencies.

C. TRANSFERABILITY OF GENERAL EDUCATION CREDIT

In order to facilitate the transfer of students among institutions of higher education in the state, the CBHE has supported the development of a statewide general education policy that is intended to ensure the portability of general education credit among Missouri's colleges and universities.

Each institution of higher education in Missouri fosters a program of general education. General education programs vary from institution to institution as each represents a statement reflective of the institution's ethos and mission. General education programs are developed by the faculty and validated by the institution's administration and governing board. Each institution expresses, through its general education program, the high expectations for the academic skills and knowledge that all students who complete degrees offered by that institution should master.

Consistent with its mission, each public institution of higher education in Missouri and each independent or proprietary signatory to this policy shall offer a general education program that is designed to enable students to achieve the following general education goals. In order to ensure transferability of general education credit among these institutions, each shall specify and publish a 42 semester-hour block of general education credit that will be considered equivalent to corresponding blocks of credit at other public and signatory institutions in enabling students to achieve these general education goals.

D. GENERAL EDUCATION GOALS AND COMPETENCIES

Two terms describe the aims of general education in the state of Missouri, *goals* and *competencies*. The term *goals* refers to the curricular intent of state policy regarding the academic skills and knowledge content of general education. The term *competencies* denotes illustrative state-level expectations for student performance in general education. Faculty at each institution design a general education program that fits the ethos and mission of each institution and meets state-level curricular goals. Each general education program must also specify institution-level student competencies that will follow from achieving these curricular goals and which are in alignment with the suggested competencies listed in the following sections. These general education aims and outcomes may be achieved in various ways, including through traditional courses, through interdisciplinary teaching, or through competencies embedded across the curriculum. State-level curricular goals and institution-level student competencies for general education fall into two categories: academic skills and knowledge.

1. Skills Areas

a. Communicating

State-Level Goal: To develop students' effective use of the English language and quantitative and other symbolic systems essential to their success in school and in the world. Students should be able to read and listen critically and to write and speak with thoughtfulness, clarity, coherence, and persuasiveness.

Suggested Competencies: Students will demonstrate the ability to...

- analyze and evaluate their own and others' speaking and writing. conceive of writing as a recursive process that involves many strategies, including generating material, evaluating sources when used, drafting, revising, and editing.
- make formal written and oral presentations employing correct diction, syntax, usage, grammar, and mechanics.
- focus on a purpose (e.g., explaining, problem solving, argument) and vary approaches to writing and speaking based on that purpose.
- respond to the needs of different venues and audiences and choose words for appropriateness and effect.
- communicate effectively in groups by listening, reflecting, and responding appropriately and in context.
- use mathematical and statistical models, standard quantitative symbols, and various graphical tactics to present information with clarity, accuracy, and precision.

b. Higher-Order Thinking

State-Level Goal: To develop students' ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; and to solve problems by applying evaluative standards.

Suggested Competencies: Students will demonstrate the ability to...

- recognize the problematic elements of presentations of information and argument and to formulate diagnostic questions for resolving issues and solving problems.
- use linguistic, mathematical or other symbolic approaches to describe problems, identify alternative solutions, and make reasoned choices among those solutions.
- analyze and synthesize information from a variety of sources and apply the results to resolving complex situations and problems.
- defend conclusions using relevant evidence and reasoned argument.
- reflect on and evaluate their critical-thinking processes.

c. Managing Information

State-Level Goal: To develop students' abilities to locate, organize, store, retrieve, evaluate, synthesize, and annotate information from print, electronic, and other sources in preparation for solving problems and making informed decisions.

Suggested Competencies: Students will demonstrate the ability to...

- access and/or generate information from a variety of sources, including the most contemporary technological information services.
- evaluate information for its currency, usefulness, truthfulness, and accuracy.
- organize, store, and retrieve information efficiently.
- reorganize information for an intended purpose, such as research projects.
- present information clearly and concisely, using traditional and contemporary technologies.

d. Valuing

State-Level Goal: To develop students' abilities to understand the moral and ethical values of a diverse society and to understand that many courses of action are guided by value judgments about the way things ought to be. Students should be able to make informed decisions through identifying personal values and the values of others and through understanding how such values develop. They should be able to analyze the ethical implications of choices made on the basis of these values.

Suggested Competencies: Students will demonstrate the ability to...

- compare and contrast historical and cultural ethical perspectives and belief systems.
- utilize cultural, behavioral, and historical knowledge to clarify and articulate a personal value system.
- recognize the ramifications of one's value decisions on self and others. <
- recognize conflicts within and between value systems and recognize and analyze ethical issues as they arise in a variety of contexts.
- consider multiple perspectives, recognize biases, deal with ambiguity, and take a reasonable position.

2. Knowledge Areas

a. Social and Behavioral Sciences

State-Level Goal: To develop students' understanding of themselves and the world around them through study of content and the processes used by historians and social and behavioral scientists to discover, describe, explain, and predict human behavior and social systems. Students must understand the diversities and complexities of the cultural and social world, past and present, and come to an informed sense of self and others. (Students must fulfill the state statute requirements for the United States and Missouri constitutions.)

Suggested Competencies: Students will demonstrate the ability to...

- explain social institutions, structures, and processes across a range of historical periods and cultures.
- develop and communicate hypothetical explanations for individual human behavior within the large-scale historical and social context.
- draw on history and the social sciences to evaluate contemporary problems.

- describe and analytically compare social, cultural, and historical settings and processes other than one's own.
- articulate the interconnectedness of people and places around the globe.
- describe and explain the constitutions of the United States and Missouri.

b. Humanities and Fine Arts

State-Level Goal: To develop students' understanding of the ways in which humans have addressed their condition through imaginative work in the humanities and fine arts; to deepen their understanding of how that imaginative process is informed and limited by social, cultural, linguistic, and historical circumstances; and to appreciate the world of the creative imagination as a form of knowledge.

Suggested Competencies: Students will demonstrate the ability to...

- describe the scope and variety of works in the humanities and fine arts (e.g., fine and performing arts, literature, speculative thought).
- explain the historical, cultural, and social contexts of the humanities and fine arts.
- identify the aesthetic standards used to make critical judgments in various artistic fields.
- develop a plausible understanding of the differences and relationships between formal and popular culture.
- articulate a response based upon aesthetic standards to observance of works in the humanities and fine arts.

c. Mathematics

State-Level Goal: To develop students' understanding of fundamental mathematical concepts and their applications. Students should develop a level of quantitative literacy that would enable them to make decisions and solve problems and which could serve as a basis for continued learning. (The mathematics requirement for general education should have the same prerequisite(s) and level of rigor as college algebra.)

Suggested Competencies: Students will demonstrate the ability to...

- describe contributions to society from the discipline of mathematics.
- recognize and use connections within mathematics and between mathematics and other disciplines.
- read, interpret, analyze, and synthesize quantitative data (e.g., graphs, tables, statistics, survey data) and make reasoned estimates.
- formulate and use generalizations based upon pattern recognition.
- apply and use mathematical models (e.g., algebraic, geometric, statistical) to solve problems.

d. Life and Physical Sciences

State-Level Goal: To develop students' understanding of the principles and laboratory procedures of life and physical sciences and to cultivate their abilities

to apply the empirical methods of scientific inquiry. Students should understand how scientific discovery changes theoretical views of the world, informs our imaginations, and shapes human history. Students should also understand that science is shaped by historical and social contexts.

Suggested Competencies: Students will demonstrate the ability to...

- explain how to use the scientific method and how to develop and test hypotheses in order to draw defensible conclusions.
- evaluate scientific evidence and argument.
- describe the basic principles of the physical universe.
- describe concepts of the nature, organization, and evolution of living systems.
- explain how human choices affect the earth and living systems.

E. STRUCTURE OF GENERAL EDUCATION CURRICULA

The statewide general education policy requires institutions to design and offer a general education program that includes a minimum of 42 semester-hours of credit distributed across the academic skills and knowledge areas of the previous sections. These credit hours should be distributed in such a way that students who complete the 42 semester-hour block of general education credit from any institution of higher education in the state will have had the opportunity to achieve the high expectations embodied in the state-level goals and suggested competencies set forth in the previous section.

All Missouri public institutions of higher education and each independent or proprietary signatory institution have the privilege and responsibility to exercise their academic and institutional autonomy to design and promulgate a general education program that supports their respective institutional mission and assists students to meet these high expectations. Institutional programs may be designed in various ways to achieve these state-level goals and institution-level competencies, and the role of institutional faculty in designing institutional general education curricula and establishing general education requirements for their degrees will be respected.

Each institution will document how the design of its 42 semester-hour block of general education credit meets the state-level curricular goals and ensures that its students achieve institution-level competencies that are aligned with these goals. Each institution will also document how it implements this design, how it assesses and certifies student skills and knowledge, and how it uses assessment results to improve its general education program.

Institutions may design and promulgate general education programs that exceed the expectations of the 42 semester-hour block of credit. In this case, institutions may require transfer students to complete general education and other institutional requirements in addition to the 42 semester-hour block of credit only when these additional requirements are also required of native students. Students assume full responsibility for meeting specified degree and/or major requirements, specifically those related to course prerequisites.

Each public and signatory institution will define a 42 semester-hour general education block of credit that achieves state-level curricular goals. All of these 42 semester-hour blocks of general education credit will be considered equivalent for transfer purposes. Typically, these blocks will be composed primarily of lower-division courses and requirements. However, institutions may define their 42 semester-hour blocks of general education credit as being composed of both lower- and upper-division courses and requirements. In such cases, receiving institutions must accept, as equivalent, other institutions' blocks of general education credit—even when these are composed solely of lower-division courses.

Baccalaureate professional schools or programs may specify exceptions to the credit-hour minimum established in this section by promulgating these exceptions and by establishing specialized articulation programs related to AS and AAS degrees, as detailed in the following sections. Transfer students completing AS and AAS degrees from institutions that do not have program-to-program institutionally articulated agreements are not exempt from satisfying the requirements of departments or divisions of the institution into which the student transfers.

F. GENERAL EDUCATION PROGRAM REVIEW AND NOTIFICATION PROCESS

The purpose of the review and notification process for general education programs is to ensure that all public institutions and each independent or proprietary signatory institution have general education programs in place that meet the statewide policy. This review process is intended to be collegial, professional, and helpful to institutions in developing general education programs that meet policy guidelines. The program review and notification process is intended to focus on strengthening general education, to be reflective of the state's commitment to institutional autonomy, and to be protective of each student's right to the fair application of this statewide credit transfer policy.

Initial Review and Approval.

All Missouri public institutions of higher education and each independent or proprietary institution that is signatory to the statewide credit transfer policy will develop and post, both on the MDHE web site and their own institution's web site, a curricular design and an assessment plan indicating how that institution plans to implement and assess general education. The institution's program will remain on the MDHE web site for a period to be determined by the CBHE's Committee on Transfer and Articulation (COTA).

All public and signatory institutions will be invited to comment on each institution's plan through the designated transfer and articulation officer. The institution whose program has been posted for comments will be responsible for forwarding comments to the CBHE for posting, evaluating the feedback, responding to the commenting institution, and determining which suggestions it will incorporate into its curriculum design. When an institution is ready to implement its program, the president will notify COTA. Once COTA acknowledges receipt of the notice, that institution is then eligible to certify its students for transfer under the statewide general education policy standards. The

institution has the further responsibility to post its general education program on its web site and to maintain its currency and accuracy. COTA will notify all public and signatory institutions when an institution is eligible to certify students for transfer.

Any concerns that individual institutions have about another's general education program will be handled via the Appeals Process that is part of this credit transfer policy.

Ongoing Dialogue and State-Level Policy Review.

The annual statewide transfer and articulation conference will be used as a vehicle to encourage communication and collaboration about institutional approaches to general education. Sessions will be scheduled to discuss concerns about the state credit transfer policy and to promote good practices in general education teaching, transfer, and assessment.

III. TRANSFER

A. TRANSFER DEGREES

Transfer degrees are prescribed lower-division programs that are designed to facilitate the transfer of students into a four-year baccalaureate degree program upon completion of a lower-division program at another institution of higher education. Associate degrees, especially the associate of arts (AA) degree, are the most common lower-division transfer degrees.

Determination of course requirements of the major for a baccalaureate degree, including introductory and related courses, is the prerogative of the baccalaureate degree-granting institution. The catalog of each four-year institution will state clearly the requirements for each baccalaureate degree program. When specific prerequisites are required, they will be designated and noted in conjunction with the course description. Transfer students who have completed prerequisites will not be required to duplicate study in the area. The catalog will specify any restrictions or additional requirements for each major.

Addendum:

Institutional policies that distinguish between upper- and lower-division courses vary among baccalaureate degree-granting institutions. The variation results in similar courses being identified as upper or lower division at different institutions. This can create redundancy in the curriculum of a transfer student (i.e., repeating an upper division course at the receiving institution when the student had completed a course with the same content and learning objectives but labeled as lower division by the sending institution). Receiving institutions should avoid duplication of learning and effort by transfer students by requiring the completion of a related but non-duplicative upper-division course that would enrich the curriculum of the student. The analysis of possible duplication of learning and effort in identification of upper- and lower-division courses is best addressed in the context of articulation agreements between sending and receiving institutions.

A baccalaureate degree program, or major, consists of a general education program and a coherent grouping of courses or subject-area requirements in a specific discipline or program field. Generally, the number of credit hours required for a major ranges from thirty (30) to forty-eight (48) semester credit hours. There may be exceptions to this rule in the case of highly specialized professions or disciplines, interdisciplinary studies, or majors in general liberal arts studies.

1. Statewide Transfer Associate of Arts Degree

The associate of arts (AA) degree is designed as the statewide general studies transfer degree. This degree is structured for entry into the general range of baccalaureate degree programs offered by four-year colleges or universities. Students completing the AA degree will have completed a general education program that is consistent with the statewide general education policy, consisting of a minimum of 42 semester-hours of credit. Courses taken as part of an AA degree outside the general education program should be carefully chosen to ensure applicability to the baccalaureate graduation requirements for the program of study which the student intends to pursue at a four-year college or university. Consequently, the transfer student has the responsibility to become familiar with the specific major and graduation requirements of the four-year institution to which transfer is intended. Institutions are also encouraged to develop articulation agreements to ensure the transfer of credit outside of the 42 semester-hour general education block of credit.

A student's AA degree curriculum may include introductory courses and other courses that permit the student to explore areas of specialization that can be pursued at a later time at the upper-division level. For AA students who continue in a particular field, the courses should be adequate in content to be counted fully toward the baccalaureate degree.

2. Program-to-Program Institutionally Articulated Degrees

This policy encourages both two-year and four-year institutions to develop voluntary, supplemental articulation agreements for the AS and AAS degrees in addition to the AA state transfer degree. These agreements will facilitate transfer and consider all factors surrounding a student's achieved program competencies, successes, and professional career aspirations.

a. Associate of Science Degree

An associate of science (AS) degree is a specialized transfer degree that is intended for students interested in transferring into professional programs that have a greater emphasis on science and math. This is an articulated degree program that results from careful planning and agreement between institutions. These programs will be developed by consultation between sending and receiving institutions on a program-by-program basis. This process may involve changes in general education requirements. Students completing articulated AS degrees will be accepted as having completed

lower-division general education and prerequisite courses equivalent to the lower-division general education requirements completed by native students in the same degree program over a similar time period.

b. Associate of Applied Science Degree

An associate of applied science (AAS) degree is oriented toward career and professional preparation. The primary purpose of this associate degree is to prepare a student for entry into a particular occupation. While the AAS degree has not historically been intended as a transfer degree into a baccalaureate program, Missouri's initiatives to develop and expand its workforce development and training system demand that education and training career paths extend beyond the associate degree. When used for transfer, this degree requires careful planning and agreement between institutions on a program-by-program basis. This process may involve changes in general education requirements. In order for students to be adequately prepared for the workforce and to facilitate articulation agreements, a minimum of twenty-five percent of the AAS degree requirements shall consist of college-level transferable general education. The AAS transfer student should be able to pursue upper-division advanced coursework in appropriate baccalaureate degree programs. (These may include the same degree area or related degree areas.) Institutions are encouraged to explore opportunities for multiple articulation agreements.

c. Other Associate Degrees

All other associate degrees not addressed by either the statewide transfer AA degree or program-to-program institutionally articulated AS or AAS degrees will be evaluated on a course-by-course basis until such time that an articulated agreement exists.

B. TRANSFER WITHOUT A DEGREE

1. General Education Curricula

Students at both two- and four-year institutions of higher education should be encouraged to pursue and complete coherent programs of study, including associate and baccalaureate degree programs and coherent general education programs. The statewide general education policy is designed to assist students to transfer a block of 42 semester-hours of general education credit by ensuring that all institutions of higher education in the state have comparable expectations regarding what students know and can do as a result of completing these blocks of general education credit and by ensuring that all public and signatory institutions define and publish 42 semester-hour blocks of general education credit that will be considered equivalent for the purposes of transfer.

All Missouri public institutions of higher education and independent or proprietary institutions that are signatory to this statewide credit transfer policy shall recognize the validity of other institutions' general education programs.

Once an institution of higher education in Missouri has defined and published its 42 semester-hour block of general education credit and has notified COTA that its general education program meets the statewide general education policy's requirements, the integrity of its general education program and block of credit will be recognized by the other institutions of higher education in Missouri.

Students who are certified by their sending institutions as having completed a 42 semester-hour block of general education credit will not be required to complete any additional general education requirements that are part of the corresponding general education block of the institutions to which the students transfer. Students assume full responsibility for meeting the specified degree and/or major requirements, specifically those related to prerequisites. General education and other institutional requirements in addition to the 42 semester-hour block of credit may be required of transfer students by receiving institutions only when native students are obligated to satisfy the same requirements.

2. Transfer Prior to Degree or General Education Program Completion

Students enrolled in associate degree programs should be encouraged to complete their degrees. Students pursuing AA degrees should be encouraged to complete a 42 semester-hour general education block of credit that meets statewide general education policy prior to transfer. Students who transfer before completing either an AA degree or a 42 semester-hour general education block of credit will have their transcripts evaluated by receiving institutions. Both receiving and sending institutions are encouraged to maintain articulation agreements to assist students and institutions in evaluating student academic accomplishments consistently and accurately.

3. Role of Sending Institutions

Sending institutions have the responsibility to certify and document on student transcripts that students have completed associate degree programs. Similarly, sending institutions have the responsibility to certify and document on student transcripts that students have completed a 42 semester-hour general education block of credit that is consistent with statewide general education policy and is considered equivalent for the purposes of transfer with other institutions' 42 semester-hour general education blocks.

Further, sending institutions should encourage students to complete coherent programs of study. They should collaborate with receiving institutions to develop articulation agreements and share information with each other and with students that assist students in transferring from one institution to the other without loss of credit.

4. Role of Receiving Institutions

Receiving institutions have the responsibility to attempt to match students' academic accomplishments with the requirements of the degrees to which the students aspire. Specifically, receiving institutions are obligated to accept

completion of a 42 semester-hour general education block of credit at any public institution or any independent or proprietary signatory institution as equivalent to, and as completing, the receiving institution's 42 semester-hour general education block of credit. Receiving institutions may only impose additional general education or other institutional requirements when these are also required of native students.

Further, receiving institutions should encourage students to complete coherent programs of study. They should collaborate with sending institutions to develop articulation agreements and share information, with each other and with students, that assists students in transferring from one institution to the other without loss of credit.

(Clarifying Comment:

Once a student completes an associate degree and completes the 42-hour general education core, all lower division requirements for general education is deemed to be complete. Any additional lower division requirements must be considered distinct degree requirements or prerequisites for upper division courses in the major. These lower division courses should not add to the total number of hours required for graduation unless stipulated differently for the purposes of program accreditation.)

C. TRANSFER OF LOWER-DIVISION CREDIT HOURS BEYOND THE ASSOCIATE DEGREE REQUIREMENTS

The number of hours required for baccalaureate-level graduation of transfer students that meet the guidelines in this document should be equivalent to the number of hours required of native students (assuming all lower-division prerequisites for courses in the student's baccalaureate program have been met). Transfer students must meet the minimum residency, upper-division course, and graduation requirements established by the baccalaureate institution. Students with AA degrees will typically transfer sixty-four (64) credit hours, which is approximately the first two years of the baccalaureate educational experience. Lower-division credit hours completed beyond the AA degree will be evaluated for transfer on a course-by-course basis. Within the constraints of these minimal requirements, and assuming program-to-program articulation for these additional hours, AA, AS, and AAS transfer students may choose to complete additional lower-division requirements at two-year institutions to meet the lower-division prerequisites and/or lower-division graduation requirements established by the baccalaureate institution.

(Clarifying Comment:

Students may transfer more than 64 credit hours for lower division courses from either Missouri associate degree-granting or baccalaureate degree-granting institutions. Any additional lower division course credits above 64 credit hours

will be accepted in transfer if the credits are applicable to the baccalaureate degree or are prerequisites for an upper division course in the major.)

D. OTHER TRANSFER-RELATED MATTERS

1. Junior-Level Status

While students completing associate degree programs have traditionally been accepted at the junior level by receiving institutions, it is important to note that baccalaureate programs vary in the number of hours required for graduation. In addition, all students are subject to prerequisite-course requirements, residency and upper-division credit-hour requirements, a minimum grade point average--both cumulative and in the major--and, in some instances, upper-division general education requirements. At some baccalaureate institutions, this collection of requirements varies by college and/or major. Consequently, while junior level has meaning in the context of having completed the first two years of higher education, it may be misleading to assume that completion of a baccalaureate degree can be accomplished in four years. Transfer students who have completed the AA degree from a signatory institution that is in compliance with this policy shall be received as having completed the statewide 42 semester-hour general education block of credit.

2. Curriculum Changes

All parties agree to be consultative when proposing curriculum changes that are likely to impact existing transfer and articulation agreements. The integrity of articulated degree programs requires agreements about process and procedure on implementing changes to existing agreements. Changes affecting either the statewide AA transfer degree or a program-to-program institutionally articulated AS or AAS degree should be made after appropriate consultation and with enough lead-time to provide an orderly and timely change in the nature of these articulated agreements. In instances of concern by any institution involved in this statewide credit transfer policy or in program-to-program institutionally articulated degrees, the affected institution may initiate an appeal, as provided in the Appeals Process section of this policy.

3. Admission of Transfer Students

a. Institutional Admission

The core of any orderly transfer process is the mutual acceptance of the nature and purpose of the statewide transfer AA degree and the program-by-program institutionally articulated AS and AAS degrees. If any institution of higher education finds it necessary to be selective in its admission of qualified transfer students, its criteria for admission of transfer students must be consistent with its mission and shall be stated in its official publications. Such publications shall be on file with the CBHE. Students transferring with the AA statewide transfer degree or the AS or AAS program-by-program institutionally articulated degree, must meet the published admission requirements of the receiving institution for transfer

study by students with these degrees. Transfer of the AA degree shall be predicated upon the following minimum statewide expectations:

1. Completion of a minimum of 60 semester hours of college-level work oriented toward a baccalaureate degree
2. Completion of an institutionally approved general education program, as defined in Section A of this document
3. Achievement of a cumulative grade point average of not less than 2.0 (A=4.0, B=3.0, C=2.0, D=1.0, F=0.0), provided that only the final grade received in courses repeated by the student shall be used in computing this average

Students who earn an AA degree meeting these minimum statewide criteria, as validated by a regionally accredited associate degree-granting institution, are eligible for admission to a baccalaureate degree-granting institution (subject to the provisions outlined in this section), but not necessarily to a particular baccalaureate degree program major. Prospective transfer students should consult the catalogs of receiving institutions to determine specialized programmatic admission requirements, if any, for particular degree programs. The enrollment status of transfer students with the AS or AAS program-by-program institutionally articulated degree shall be defined as part of each transfer agreement.

b. Program Admission

Transfer students will be admitted to programs based on the same criteria as those established for the native students of the receiving institution. Admission to a specific baccalaureate degree program may result in a different computation of the grade point average (GPA). The number of hours and junior-level standing will be evaluated in accordance with the Transfer of Lower-Division Credit Hours Beyond the Associate Degree Requirements section.

4. Catalog

Transfer students shall be subject to the same regulations regarding applicability of catalog requirements as native students. This implies that transfer students may choose the operative catalog of the receiving institution at point of initial enrollment at the sending institution, assuming they meet all the conditions required of native students, e.g., continuous enrollment. Conditions that restrict a student's options, e.g., non-continuous enrollment, changes of major, or admission to program, should be invoked only if they are also applied to native students.

5. Change in Major

When students initiate changes in their stated major or degree objectives, those students assume full responsibility for meeting the specified new degree and/or major requirements. In particular, students who have earned an AS or AAS program-by-program institutionally articulated degree and who change majors or who change the institution they plan to attend should anticipate potentially significant changes in baccalaureate degree program-completion requirements. All students, regardless of the associate degree in which they are enrolled, who plan to transfer into a different field of study have the responsibility to seek pre-transfer counsel from the sending or receiving institution regarding required courses in the program which they plan to pursue and the evaluation of credits already earned as the credits apply to the particular baccalaureate program to be pursued.

6. Transfer of Grades

The academic record at a given institution will include all courses attempted. Grades of "D" or better earned in college-level work at institutions of higher education to which the transfer articulation agreement applies shall be transferred as full credit to another college or university; however, the receiving institution will treat all grades on courses attempted on the same basis as that of the native student. For example, if a native student is required to repeat a "D" grade in a specified course, a transfer student will also be required to repeat the "D" grade in the same course.

7. Credit by Examination, Dual Credit, Experiential Learning, and Pass/Fail Credit

Pass/fail credit will be transferred and treated by the receiving institution in the same way pass/fail credit is treated for native students. Advanced placement, credit by examination, dual credit, and credit for experiential learning will be transcribed and clearly defined. Course equivalency for credit by examination may be listed as desired. The receiving institution shall transfer and treat credit earned through advanced placement, credit by examination, dual credit, and credit for experiential learning in the same manner as it would for native students, except that the integrity of the associate degree or the 42-hour general education block will not be invalidated.

The policies for awarding credit by examination and nontraditional learning vary from one institution to another. Each institution will publish information about its policies for awarding credit by nontraditional modes, including the names of tests that are used to assess credit, cut-off scores, deadline dates for submission of scores to the receiving institution, and restrictions on the time interval permitted to receive current credit for a course taken some years previously.

8. State Certification or Statutory Requirements

In the process of earning a degree, students must complete requirements for that degree and, sometimes, as in the case of teacher education, dental hygiene, allied

health, or engineering programs, they must also meet state certification requirements. If certification or statutory requirements change and additional requirements become effective during the time a student is enrolled in a program, the new requirements take precedence over previously existing degree or certification standards.

IV. PROCEDURES FOR REVIEW OF CREDIT TRANSFER POLICY AND COMPLIANCE

A. COMMITTEE ON TRANSFER AND ARTICULATION

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

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

1. Conducting a bi-annual review of the provisions of the college transfer guidelines and recommending such revisions as are needed to promote the success and general well-being of the transfer student;
2. Reviewing and making recommendations concerning transfer issues brought before it by institutions;
3. Recommending modifications of institutional policies and procedures that, in the committee's judgment, would enhance and facilitate the transfer of students;
4. Studying nontraditional credits and developing transfer guidelines for them;
5. Systematically soliciting suggestions and data from administrators, faculty, and students concerning matters of transfer;

6. Developing a job description for an articulation officer's position that defines duties and is an acknowledgement of common expectations among the institutions;
7. Maintaining an annually updated list of institutional articulation officers who have been appointed by the president or CEO of each institution;
8. Reviewing and making recommendations for change concerning the CBHE brochure, "Transfer Guidelines: Students' Rights and Responsibilities";
9. Monitoring both the sending and receiving institutions to determine whether they are informing transfer students of their rights and responsibilities;
10. Reviewing and recommending resolution of individual cases of appeal from institutions and/or students per Section B.
11. Preparing and submitting to the CBHE, for such action and distribution as the CBHE deems appropriate, an annual report of committee meetings, as well as actions and recommendations, including a report of student and institutional appeals cases. The chairperson must convene the committee at least once a year; and
12. Establishing committee rules of procedure and meeting, on the call of the chairperson, as is necessary to perform its functions.

B. APPEALS PROCESS

Each receiving institution of higher education shall have an internal process of appeal available to transfer students for purposes of challenging institutional decisions on the acceptance of the students' credits toward graduation at the receiving institution. Since receiving institutions may vary in the nature of the appeals procedures, all receiving institutions must publish in their respective catalogs or student handbooks a statement of each student's right to appeal and the procedures that should be followed. Furthermore, all incoming transfer students should receive a copy of the institution's most recent statement on rights of appeal and procedures. Responses to a student's appeal should proceed in a timely manner.

Each transfer student who believes that there has been unfair treatment must give the receiving institution an opportunity to resolve potential conflicts through the formal internal appeals procedures of the campus. The student, however, is also encouraged to involve, at any point, the articulation officer of the sending institution in reviewing the situation and giving advice on the merits of an appeal. Upon completion of at least one level of appeal at the receiving institution, the Chief Academic Officer (CAO) or designated officer of the sending institution may choose to initiate an appeal to the CAO or designated officer of the receiving institution on behalf of the student.

Appeals involving institutions as advocates for students shall be resolved in a timely manner. Written decisions should normally be issued within fifteen (15) calendar days of receipt of a petition for an institution-to-institution appeal. In cases of urgency, the presidents/chancellors of both institutions will exercise good faith attempts to resolve the issue within five (5) working days. If the issue is not resolved to the satisfaction of all parties, a further appeal may be made to the CBHE Committee on Transfer and Articulation. When either a receiving or sending institution believes that a transfer practice, procedure, requirement, or policy is not in accord with the principles or spirit of the CBHE Transfer and Articulation Guide, that institution may initiate an appeal in writing to the receiving institution's articulation officer, with a copy to the CEO. If the appeal is not resolved to the satisfaction of the appealing institution, it may then appeal to the CBHE Committee on Transfer and Articulation. Appeal to the CBHE Committee on Transfer and Articulation shall be by the following procedures.

1. Appeal(s) to the Committee on Transfer and Articulation may be initiated by the affected student or institution only after all other remedies have been exhausted without resolution of the issue at the sending or the receiving institution. The appeals process is initiated when the CBHE Committee on Transfer and Articulation receives a written appeal.
2. The committee chairperson shall promptly notify the CAOs of the relevant institutions of higher education of the appeal and invite the institution(s) to submit documentation for the decision being appealed. Documentation shall normally be submitted by the relevant institutions within fifteen (15) calendar days of notification by the committee.
3. The chairperson of the committee shall convene the Committee on Transfer and Articulation within thirty (30) calendar days, if possible, but in no event later than ninety (90) calendar days, of the receipt of an appeal for the purpose of considering the information presented by the student and the institutions. All parties involved in the appeal shall be notified of the committee's meeting time and location. All parties involved in the appeal will have the opportunity to make an oral presentation to the appeals committee if any desires to do so.
4. In the event an appeal is filed involving a campus represented on the Committee on Transfer and Articulation, the Commissioner shall, for the purpose of considering the appeal, appoint an interim member of the committee from the same sector.
5. The committee's consideration of the appeal shall include, but shall not be limited to, the compliance of the institution(s) with the guidelines set forth in this policy, the student's compliance with the guidelines set forth in this policy, and the student's rights and responsibilities statement.

6. The committee chairperson shall inform the CAOs of the relevant institutions and the student, when involved, of the committee's determination and shall recommend that the CAO of the institution(s) implement the committee's recommendation.
7. The CAOs of the institutions shall inform the chairperson of the appeals committee within thirty (30) calendar days of the action taken in regard to the committee's recommendation.
8. The committee's recommendation and the action taken by the institutions shall be reported to the CBHE by the Commissioner of Higher Education.

V. DEFINITIONS

A. Articulation:

The process whereby postsecondary institutions seek to foster the smooth transfer of students by developing agreements which specify in advance the terms, conditions, and expectations which shall be applied to transfer students. Supplemental to general transfer policies and guidelines, articulation agreements apply to specific courses and/or to specific degree programs. When these courses and/or degree programs are completed successfully at the sending institution, they will, for admitted students, be accepted in transfer and apply to graduation requirements for a specified degree program at the receiving institution.

B. Associate Degree:

An earned academic degree with the term "associate" in the title and normally requiring at least 60 semester credit hours or equivalent at the lower-division level.

C. Baccalaureate Degree Program:

The major required for the awarding of a bachelor's degree.

D. Bachelor's Degree or Baccalaureate Degree:

Any earned academic degree with the term "bachelor" in the title and normally requiring at least 120 semester credit hours of study.

E. CBHE:

The Coordinating Board for Higher Education, established by Section 173.005.2, RSMo 1986.

F. Commissioner:

The Commissioner of Higher Education, as appointed by the CBHE.

G. Continuous Enrollment:

Half time enrollment or 15 credit hours per calendar year.

H. Degree or Certificate:

An award or title conferred upon an individual by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program or course of study.

I. General Education Program:

A prescribed course of study, as defined by institutional faculty and validated by the institution's administration or governing board, distinct from a program major, required of all graduates, and intended to ensure that all graduates possess a common core of college-level skills and knowledge.

J. Guidelines:

The expected course of action or set of circumstances that apply to decision-making in which transfer of credit is involved.

K. Institution of Higher Education:

As used in the context of these guidelines, "institution of higher education" means an educational institution, under either public or private control, which provides a postsecondary course of instruction of at least six months in length, leading to, or directly creditable toward, a degree or certificate and which has regional accreditation or has been advanced to candidacy status by the North Central Association.

L. Junior Standing:

Generally, the term indicating satisfactory completion of approximately half of the credit-hour requirements for completion of a bachelor's degree, completion of lower-division general education requirements, and achievement of an institutionally established minimum grade point average (GPA).

M. Lower-Division Courses:

Courses at a level of comprehension usually associated with freshman and sophomore students and offered during the first two years of a four-year baccalaureate program.

N. Major:

A prescribed course of study that constitutes an area of specialization leading to a recognized certificate or degree.

O. Native Student:

A student whose initial college enrollment was at an institution of higher education and who has not transferred to another institution since that initial enrollment and who has taken no more than 11 hours at another institution of higher education.

P. Proprietary Institution:

A privately controlled education institution certified to operate by the CBHE pursuant to Sections 173.600 through 173.619, RSMo, and accredited by an accrediting commission recognized by the United States Department of Education that provides a postsecondary course of instruction leading to a certificate or degree.

Q. Receiving Institution:

The institution of higher education at which a transfer student currently desires to enroll and to have previously earned credit applied toward a degree program.

R. Semester Credit Hour:

A permanently transcribed instructional activity in which one semester credit hour shall consist of a minimum of seven hundred fifty (750) minutes (for example, 15 weeks x 50 minutes per week) of classroom experiences such as lecture, discussion, or similar instructional approaches, or a minimum of one thousand five hundred (1,500) minutes of such experiences as laboratory, studio, or equivalent experiences. Both of the above are exclusive of registration and final examination time. Greater amounts of practicum or internship instruction are normally required to be the equivalent of one credit hour. In vocational education laboratories, more clock hours per credit hour are usually required.

S. Sending Institution:

The institution of higher education of most recent previous enrollment by a transfer student at which transferable academic credit was earned.

T. Signatory Institution:

Any independent or proprietary institution in Missouri that has signed and agreed to adhere to this credit transfer policy.

U. Transfer:

The process whereby a student with previous postsecondary educational experience gains admission to another postsecondary institution and seeks to have the credits successfully earned at the previous institution(s) apply toward graduation requirements for a specific course of study at the receiving institution.

V. Transfer Student:

A student entering an institution for the first time with academic credit earned at another institution, which is applicable for credit at the institution the student is entering.

W. Upper-Division Courses:

Courses at a level of comprehension usually associated with junior and senior students and offered during the last two years of a four-year baccalaureate degree program.



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To: Chief Academic Officers, Transfer/Articulation Officers, Registrars, and Student Affairs Officers

From: Evelyn Jorgenson, Chairperson, CBHE, Committee on Transfer and Articulation

Date: September 26, 2005

Subject: Transfer of Proprietary School Credit

Problems experienced by proprietary school students seeking to transfer credit to public and independent institutions were recently brought to the attention of the CBHE Committee on Transfer and Articulation (COTA). The intent of this memorandum is to clarify Missouri's public policy framework for the transferability of proprietary school credits.

Apparently, some students seeking to transfer credit have been informed that their credits were not acceptable because their sending institution did not have regional accreditation from the Higher Learning Commission. COTA has determined that such practices are not in alignment with the spirit and intent of the state-level policy on transfer and articulation, which can be viewed at <http://www.dhe.mo.gov/mdhecentralgenedtransferpolicy.shtml>.

This policy stipulates that the statewide credit transfer guidelines are applicable to public colleges and universities with regional accreditation or that have been advanced to candidacy status. The guidelines are also recommended for independent institutions that meet the same accreditation standards. Program to program articulation is also encouraged with proprietary institutions that have national accreditation recognized by the U.S. Department of Education and which are certified to operate in Missouri by the CBHE.

Proprietary institutions in Missouri undergo a rigorous application process prior to receiving a certificate to operate in this state. Additionally, certified proprietary schools must be recertified by the state each year. More information on CBHE certification of proprietary schools may be found at <http://www.dhe.mo.gov/proprietarycertification.shtml>. Several certified schools also meet the condition of having received national accreditation from a body that is recognized by the U.S. Department of Education.

As chairperson of COTA, I am writing to you on behalf of all COTA members to encourage fair and equitable treatment of all transfer students, including those from proprietary sector institutions that meet both the certification and accreditation standards outlined in state policy (see attached list).

To learn more about the process and standards used by each of the accrediting agencies listed, the following pages on the U.S. Department of Education web site will provide a link to each accrediting agency listed:

Regional accrediting agencies:

http://www.ed.gov/admins/finaid/accred/accreditation_pg7.html

National / specialized accrediting agencies:

http://www.ed.gov/admins/finaid/accred/accreditation_pg8.html

While the credit transfer decisions remain at the institutional level, justification for such decisions should be based on an analysis of transcripts, courses, and/or student assessments as well as other relevant factors. Sector information, i.e., the fact that a student is from the proprietary sector, should not be used as a basis for a credit transfer decision.

The intent here is not to restrict institutional autonomy, but to reinforce that local decisions on credit transfer should be based on consistent, supportable rationale. It is also important to note that any institution participating in the statewide policy agreement has the right to appeal to COTA institutional transfer practices, procedures, requirements, and policies that are not in accord with the principles or spirit of the CBHE Credit Transfer policy.

I am also attaching for your information a list of current COTA members. In addition, COTA's list of Frequently Asked Questions about Credit Transfer Issues can be located at <http://www.dhe.mo.gov/mdhecentralcotafaqs.shtml>.

Please feel free to contact COTA members or Mr. Jeremy Kintzel (573 751-1798) at the Missouri Department of Higher Education with any questions about COTA or about the CBHE's policy on Credit Transfer.

Proprietary Schools Certified by the Missouri Department of Higher Education and Accredited by an Agency Recognized by the U.S. Department of Education

Accrediting Bureau of Health Education Schools

Institution	Address	City	State	Zip
A Technological Advantage	77 West Port Plaza Dr., Suite 100	St. Louis	MO	63146
Massage Therapy Training Institute	9140 Ward Parkway, Suite 100	Kansas City	MO	64114
Midwest Institute	10910 Manchester Road	Kirkwood	MO	63122
St. Louis College of Health Careers	909 South Taylor	St. Louis	MO	63110
Sanford-Brown College	1203 Smizer Mill Road	Fenton	MO	63026
Allied College (also accredited by the American Dental Association)	13723 Riverport Drive, Suite 103	Maryland Heights	MO	63043

Accrediting Council for Continuing Education and Training

Broadcast Center	2360 Hampton Avenue	St. Louis	MO	63139
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Accrediting Commission of Career Schools and Colleges of Technology

Aviation Institute of Maintenance	3130 Terrace Street	Kansas City	MO	64111
Concorde Career College	3239 Broadway	Kansas City	MO	64111
Heritage College	534 East 99th Street	Kansas City	MO	64131
High Tech Institute	9001 State Line Road	Kansas City	MO	64114
Kansas City College	800 East 101st Terrace, Suite 100	Kansas City	MO	64131
L'Ecole Culinaire	9811 South Outer Forty Road	Ladue	MO	63124
Missouri College	10121 Manchester Road	St. Louis	MO	63122
Missouri Tech	1167 Corporate Lake Drive	St. Louis	MO	63132
Pinnacle Career Institute	15329 Kensington Avenue	Kansas City	MO	64147
Professional Massage Training Center	229 East Commercial	Springfield,	MO	65803
Vatterott College	3925 Industrial Drive	St. Ann	MO	63074
Vatterott College - St. Joseph	3131 Frederick Avenue	St. Joseph	MO	64506
W.T.I. Joplin Campus	1531 East 32nd Street	Joplin	MO	64804

Accrediting Council for Independent Colleges and Schools

Bryan College	237 South Florence Avenue	Springfield	MO	65806
Bryman College	3420 Rider Trail South	Earth City	MO	63045
Hickey College	940 Westport Plaza	St. Louis	MO	63146
ITT Technical Institute-Arnold	1930 Meyer Drury Drive	Arnold	MO	63010
ITT Technical Institute-Earth	13505 Lakefront Drive	Earth City	MO	63045

City				
ITT Technical Institute-Kansas City	1740 West 92nd St., Suit 100	Kansas City	MO	64114
Metro Business College	1732 North Kingshighway Cape Girardeau, MO, 63701	Cape Girardeau	MO	63701
Patricia Stevens College	330 North Fourth Street-Suite 306	St. Louis	MO	63102
Springfield College	1010 West Sunshine	Springfield	MO	65807
Sanford-Brown College	1203 Smizer Mill Road	Fenton	MO	63026

Commission on Massage Therapy accreditation

St. Charles School of Massage Therapy	2440 Executive Dr., Suite 100	St. Charles	MO	63303
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Proprietary Schools Certified by the Missouri Department of Higher Education that also have Regional Accreditation

Higher Learning Commission

National American University	3620 South Arrowhead Avenue	Independence	MO	64057
University of Phoenix-Kansas City	901 East 104th Street Suite 200	Kansas City	MO	64131
University of Phoenix-Springfield	1343 East Kingsley Street	Springfield	MO	65804
University of Phoenix-St. Louis	12412 Powerscourt, Suites 20 & 175	Des Peres	MO	63131
Colorado Technical University	520 East 19th Avenue	Kansas City	MO	64116
DeVry University	11224 Holmes Road	Kansas City	MO	64131

Contact information for U.S.D.E. – approved accrediting agencies may be found for:

Regional accrediting agencies:

http://www.ed.gov/admins/finaid/accred/accreditation_pg7.html

National / specialized accrediting agencies:

http://www.ed.gov/admins/finaid/accred/accreditation_pg8.html

CBHE Committee on Transfer and Articulation September 26, 2005

Dr. Evelyn Jorgenson, President (Chair)

Moberly Area Community College

Dr. Don Doucette, Vice Chancellor

Metropolitan Community College

Dr. Marsha Drennon, President

State Fair Community College

Ms. Karen Finkenkeller, Director

ITT Technical Institute

Dr. R. Alton Lacey, President

Missouri Baptist University

Dr. Stephen Lehmkuhle, Interim Chancellor

University of Missouri – Kansas City

Dr. Julio Leon, President

Missouri Southern State University

Dr. James Scanlon, President

Missouri Western State University

Dr. Gregory Fitch, Commissioner (ex-officio voting member)

Missouri Department of Higher Education

Support Staff

Dr. Robert Stein, Associate Commissioner

Missouri Department of Higher Education

Mr. Jeremy Kintzel, Program Specialist

Missouri Department of Higher Education

Alternates

Public 4-year: Kandis Smith (UM System), Jeanie Crain

Public 2-year: John Cosgrove

Independent: Arlen Dykstra

AGENDA ITEM SUMMARY

AGENDA ITEM

Academic Program Actions
Coordinating Board for Higher Education
October 13, 2005

DESCRIPTION

All program actions that have occurred since the June 9, 2005 Coordinating Board meeting are reported in this information 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 Discontinued

Nazarene Theological Seminary

C1, Youth Ministries

Ozarks Technical Community College

C1, Culinary Arts

C1, Hospitality Lodging Management

C1, Hospitality Management

C1, Manufacturing Technology

C1, Medical Transcription

C2, Culinary Arts Food Service

AAS, Hospitality Lodging Management

AAS, Manufacturing Technology

Southeast Missouri State University

BS, Agriculture

II. Programs and Options Placed on Inactive Status

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

III. New Programs Not Approved

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

IV. Approved Changes in Academic Programs

Central Missouri State University

Current Program:

BS, Computer Science and Mathematics

Approved Change:

Change title

Program as Changed:

BS, Computer Science Functional Major

East Central College

Current Programs:

C1, Air Conditioning and Heating Technology

AAS, Air Conditioning and Heating Technology

Approved Change:
Change title

Programs as Changed:
C1, Heating, Air Conditioning, and Refrigeration Technology
AAS, Heating, Air Conditioning, and Refrigeration Technology

Harris-Stowe State University

Current Program:
BSBA, Business Administration
Accounting
Business Administration, General
Management
Management Info Systems (emphasis)
Marketing

Approved Change:
Change option title

Program as Changed:
BSBA, Business Administration
Accounting
Entrepreneurship
Management
Management Info Systems (emphasis)
Marketing

Jefferson College

Current Program:
AAS, Computer Information Systems
Programming & Operations AS/400
Microcomputers and Networking

Approved Changes:
Delete Programming & Operations AS/400 option and add one option

Program as Changed:
AAS, Computer Information Systems
Microcomputers and Networking
Graphics/Web Developer

Lincoln University

Current Program:
MBA, Business Administration
Accounting
Management

Approved Change:

Add two options

Programs as Changed:

MBA, Business Administration
Accounting
Management
Entrepreneurship
Public Administration and Policy

Missouri Southern State University

1. Current Program:

BS, Biochemistry

Approved Change:

Add option

Program as Changed:

BS, Biochemistry
Forensic Science

2. Current Program:

BS, Biology
Bioinformatics
General Biology
Biotechnology/Microbiology/Genetics
Ecology/Marine Biology/Conservation
Preprofessional-Dentistry
Preprofessional-Medicine
Preprofessional-Optometry
Preprofessional-Pharmacy
Preprofessional-Physical/Occupations
Preprofessional-Veterinary

Approved Change:

Add option

Program as Changed:

BS, Biology
Bioinformatics
General Biology
Biotechnology/Microbiology/Genetics
Ecology/Marine Biology/Conservation
Preprofessional-Dentistry
Preprofessional-Medicine
Preprofessional-Optometry

Preprofessional-Pharmacy
Preprofessional-Physical/Occupations
Preprofessional-Veterinary
Forensic Science

Missouri State University

Current Program:

BS, Communication
Public Relations
Socio-Political Communication

Approved Change: Delete options

Program as Changed:

BS, Communication

Northwest Missouri State University

Current Program:

BS, Finance
Corporate Finance
Financial Computing
Financial Services

Approved Change:

Add option

Program as Changed:

BS, Finance
Corporate Finance
Financial Computing
Financial Services
Financial Management

Ozarks Technical Community College

1. Current Program:

AAS, Culinary Arts
Chef Apprenticeship
Culinary Arts (3-year option)

Approved Change

Delete options

Program as Changed:

AAS, Culinary Arts

2. Current Program:
AAS, Hospitality Management

Approved Change:
Add two options
Program as Changed:
AAS, Hospitality Management
Lodging Management
Restaurant Management
3. Current Program:
C1, Heating, Refrigeration & Air Conditioning
AAS, Heating, Refrigeration & Air Conditioning

Approved Change:
Change title

Program as Changed:
C1, Heating, Refrigeration & A/C
AAS, Heating, Refrigeration & A/C
4. Current Program:
C1, Auto Collision Repair

Approved Change:
Change title

Program as Changed:
C1, Auto Collision Repair Technology
5. Current Program:
C1, Dental Assistant

Approved Change:
Change title

Program as Changed:
C1, Dental Assisting
6. Current Program:
AAS, Graphic Design Tech

Approved Change:
Change title

Program as Changed:

AAS, Graphic Design Technology

7. Current Program:

C1, Practical Nursing

Approved Change:

Change title

Program as Changed:

C1, Nursing Practical

8. Current Program:

AA, Associate of Arts

Approved Change:

Add twelve options

Program as Changed:

AA, Associate of Arts
Animal Science
Biology
Business
Chemistry
Criminal Justice
Education
English
Environmental Science
Math
Psychology
Social Sciences
Spanish

Southeast Missouri State University

1. Current Program:

MBA, Business Administration
Accounting
Environmental Management
Finance
General Management
Industrial Management
International Business

Approved Change:

Add option

Program as Changed:

MBA, Business Administration
Accounting
Environmental Management
Finance
General Management
Industrial Management
International Business
Health Administration

2. Current Program:

BSED, Business Education

Approved Change:

Change title

Program as Changed:

BSED, Business and Marketing Education

3. Current Program:

BS, Industrial Technology
Construction Management and Design
Electronics and Computer Technology
Industrial Management
Technology
Technical Graphics

Approved Changes:

Delete Electronics and Computer Technology option
Add Telecommunications and Computer Networking option

Program as Changed:

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

4. Current Program:

BS, Chemistry

Approved Change:

Add five options

Program as Changed:

BS, Chemistry
American Chemical Society Certified Chemistry
Biochemistry
Business
Chemistry
Forensic Chemistry

5. Current Program:

BS, AgriBusiness
AgriBusiness
Animal Science
Horticulture

Approved Changes:

Change option title and add two options

Program as Changed:

BS, AgriBusiness
Agriculture Industry (Re-titled)
Animal Science
Horticulture
Plant and Soil Science

6. Current Program:

BS, Biology

Approved Change:

Add five options (Biomedical Sciences; General Biology; Microbiology, Cellular and Molecular Biology, and Biotechnology; Organismal, Ecological, and Evolutionary Biology; and Wildlife and Conservation)

Program as Changed:

BS, Biology
Biomedical Sciences
General Biology
Microbiology, Cellular and Molecular Biology and Biotechnology
Organismal, Ecological, and Evolutionary Biology
Wildlife and Conservation

7. Current Program:

BS, Environmental Science

Approved Change:

Add six options

Program as Changed:

BS, Environmental Science
Biology
Business
Chemistry
Environmental Health
Geoprocessing and Soils
Information Systems

8. Current Program:

BS, Applied Computer Science
Applied Computer Science
Technology
Information Systems

Approved Changes:

Change title and delete all options

Program as Changed:

BS, Computer Information Systems

St. Charles Community College

Current Program:

AAS, Computer Science
Advanced Networking
Business Computing
Database Management
Multimedia Authoring
Network Design
Networking
Programming
Telecommunications

Approved Changes:

Delete two options (Advanced Networking and Network Design)
Add one option

Program as Changed:

AAS, Computer Science
Business Computing
Database Management
Management Information Systems (Added)
Multimedia Authoring
Networking
Programming
Telecommunications

University of Missouri – Columbia

1. Current Program:
BSHES, Consumer and Family Economics
Personal Financial Management Services
Personal Financial Planning

Approved Change:
Change title

Program as Changed:
BSHES, Personal Financial Planning
Personal Financial Management Services
Personal Financial Planning

2. Current Program:
MS, Consumer and Family Economics

Approved Changes:
Change title and add two options

Program as Changed:
MS, Personal Financial Planning
Consumer and Family Economics (Thesis)
Personal Financial Planning (Non-thesis)

University of Missouri – St. Louis

1. Current Program:
PhD, Business Administration
Information Systems

Approved Change:
Add option

Program as Changed:
PhD, Business Administration
Information Systems
Logistics & Supply Chain Management

2. Current Program:
BSBA, Business Administration
Finance
International Business
Logistics & Operations Management
Management & Organizational Behavior
Marketing

Approved Change:

Change option title

Program as Changed:

BSBA, Business Administration
Finance
International Business
Logistics & Operations Management
Management
Marketing

3. Current Program:

MED, Elementary Education
General
Reading

Approved Change:

Add option

Program as Changed:

MED, Elementary Education
Early Childhood Education
General
Reading

4. Current Program:

Ph.D., Applied Mathematics

Approved Change:

Add two options

Program as Changed:

Ph.D., Applied Mathematics
Mathematics
Computer Science

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

Nazarene Theological Seminary

1. Current Program:

MDIV, Master of Divinity
Religious Education Emphasis
Missiology Emphasis
Urban Ministry Emphasis

Approved Changes:

Re-title Religious Education Emphasis to Christian Education
Re-title Urban Ministry Emphasis to Urban/Compassionate Ministry
Add Chaplaincy option
Add Evangelism option

Program as Changed:

MDIV, Master of Divinity
Chaplaincy
Christian Education
Evangelism
Missiology
Urban/Compassionate Ministry

2. Current Program:

MRE, Religious Education

Approved Changes:

Change nomenclature from MRE to MACE (Master of Arts in Christian Education) and re-title from Religious Education to Christian Education

Program as Changed:

MACE, Christian Education

3. Current Programs:

MRE, Religious Education
MDIV, Master of Divinity

Approved Change:

Add three (3) Graduate Certificates (GRCT)

Programs as Changed:

GRCT, Children's Ministry
GRCT, Youth Ministry
GRCT, Adult Ministry

4. Current Programs:

C1, Chaplaincy Ministries
C1, Church Planting
C1, Cross-Cultural Ministries
C1, Lay Ministries

Approved Change:

Change certificate designation from C1 to GRCT (Graduate Certificate)

Programs as Changed:

GRCT, Chaplaincy Ministries
GRCT, Church Planting
GRCT, Cross-Cultural Ministries
GRCT, Lay Ministries

VI. Program Changes Requested and Not Approved

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

VII. Programs Withdrawn

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

VIII. New Programs Approved

Central Missouri State University

BSBA, Management Completion

- Off-site delivery in Lee's Summit.
- Approval is for three years only.
- Student enrollment in the Lee's Summit BSBA Management Completion Program will be capped at 20 new students per year;
- Representatives from CMSU will diligently work with representatives from UMKC to develop collaborative opportunities to more efficiently and effectively utilize state resources;
- After three years of implementation (June 2008), the BSBA Management Completion Program offered by CMSU will be reviewed to ascertain its impact on the operations of similar programming offered by the University of Missouri-Kansas City (UMKC); and
- New students will only be enrolled in the off-site BSBA program after June 2008 if continued approval from the MDHE is granted.

Missouri State University

BS, Public Relations

BS, Socio-Political Communication

Northwest Missouri State University

BS, Marine Biology

(for delivery at NWMSU and the Gulf Coast Research Laboratory of the University of Southern Mississippi)

MSED, Educational Leadership: Elementary

(for delivery at Kirksville and North Kansas City sites via on-site, ITV, web enhanced, and online classes)

MSED, Educational Leadership: Secondary

(for delivery at Kirksville and North Kansas City sites via on-site, ITV, web enhanced, and online classes)

MSED, Reading

(for delivery at two locations in the North Kansas City area via on-site, ITV, web enhanced, and online classes)

MSED, Special Education

Cross-Categorical

(for delivery at two North Kansas City sites via on-site, ITV, web enhanced, and online classes)

MSED, Teaching Elementary

Elementary (Self-Contained)

(for delivery at two North Kansas City sites via on-site, ITV, web enhanced, and online classes)

MSED, Educational Leadership: P-12

- Off-site delivery at southern Iowa sites via on-site, ICN, and online classes.
- NMSU operates the program in Iowa with approval from the Iowa State Board of Education.
- Iowa has provided one-year conditional approval in order to allow students who are currently enrolled in courses leading to the MSED degree in Educational Leadership: P-12 to complete the program and be recommended for licensure in Iowa.
- New students will not be enrolled in this program without further approval from the Iowa State Board of Education.
- Full funding for this program is generated by the tuition and fees paid by students.

EDS, Superintendent

(off-site delivery at Kirksville and Liberty sites via on-site, ITV, web enhanced, and online classes)

St. Charles Community College

AAS, Education Paraprofessional

St. Louis Community College

C1, Medical Billing and Coding

(for delivery at the Forest Park campus)

Southeast Missouri State University

EDS, Educational Leadership Development

(for delivery at Southeast Missouri State University campus, Sikeston Area Higher Education Center, Crisp Bootheel Education Center-Malden, Kennett Area Higher Education Center, Perryville Higher Education Center, Three Rivers Community College, Mineral Area Community College, and Jefferson College.)

BS, Human Environmental Studies

Child Development

Approval contingent on accuracy of the following statements:

- Students who have completed work at another institution may transfer lower-division credits in childcare and guidance classes to meet major requirements for this program.
- Students may also transfer additional elective courses and general education courses into the program.
- Southeast Missouri State University has a residency requirement that all students must meet
- The statewide Credit Transfer Policy applies to this degree program.
- Institutional resources will be used to subsidize the program in the event that initial levels of tuition and fee revenues are insufficient to fund the program; no new state funds will be requested.
- Southeast Missouri State University has active articulation agreements for this program with several community colleges, e.g., Three Rivers Community College, St. Charles Community College, and Jefferson College, that will be operative for this program.
- Southeast Missouri State University will also continue to pursue additional articulation agreements and maintain current articulation agreements related to this program.

University of Missouri – St. Louis

BA, Theatre and Dance

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

Culver-Stockton College

BS, Athletic Training

BS, Management Information Systems

Hannibal-LaGrange College

BSE, Early Childhood Education

BSE, Elementary Education

(off-site delivery at Three Rivers Community College)

Missouri Baptist University

EDS, Education Specialist

Educational Administration (Superintendent)

Teacher Leader (Instruction and Learning)

(for delivery at MBU, Troy/Wentzville, Jefferson College, and Franklin County Extension)

AGENDA ITEM SUMMARY

AGENDA ITEM

Proprietary School Certification Actions and Reviews
Coordinating Board for Higher Education
October 13, 2005

DESCRIPTION

All program actions that have occurred since the June 9, 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)

Drake University
Kansas City, Missouri

This Higher Learning Commission (NCA) accredited, not-for-profit institution is based in Des Moines, Iowa. This action authorizes the institution to deliver a Master of Science degree in Rehabilitation Administration in the Kansas City metropolitan area. Although based in the College of Education, this program is designed to prepare individuals to work in positions of leadership within rehabilitation agencies.

Grantham University
Kansas City, Missouri

This Distance Education and Training Council (DETC) accredited for-profit institution, formerly based in Slidell, Louisiana, offers 18 degree programs in business, engineering, information technology, and criminal justice by distance education delivery methods. The original proposal was to establish only an academic support site in the state. Due to extensive damage to the main campus and the dislocation of employees due to hurricane Katrina, the school has moved its entire operation to Missouri.

Mid-America Dental Careers
Columbia, Missouri

This for-profit school is affiliated with a full-time dental practice. The school's objective is 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.

Southern Illinois University – Carbondale
St. Louis, Missouri

This Higher Learning Commission (NCA) accredited institution is an Illinois-based public institution with its primary campus in Carbondale. As an institution with experienced radiological sciences, SIU-Carbondale was requested by Barnes-Jewish Hospital to take over its existing post-baccalaureate certificate in Medical Dosimetry in St. Louis. This program has specialized accreditation by the Joint Review Committee on Education in Radiologic Technology.

50 Stars Truck Driver Training
St. Louis, Missouri

This for-profit school offers a single instructional program in truck driver training. The two week nondegree program is designed to prepare “safe and professional trained operators of large commercial transport equipment.” This school is not accredited.

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

None

Applications Pending Approval (Authorization for Instructional Delivery)

Cherry Hill Dental
Columbia, Missouri

This proposal is to establish a for-profit school offering one nondegree program in dental assisting. The 10 week, 50 contact hour program is designed to “train dental assistants to have comprehensive knowledge and achieve competency in the concepts, theories and clinical skills necessary for contemporary dental assisting.” This school is not accredited.

Jan’s Grooming School
Springfield, Missouri

This proposal is to establish a single proprietor school offering one nondegree program in pet grooming. The intent of the program is to provide classroom and hands on instruction to prepare individuals to become professional cat and dog groomers. This school is not accredited.

John Thomas College of Naturopathic Medicine
St. Charles, Missouri

This is a proposal to establish a new for-profit institution of higher education to provide a first professional degree program, a Doctor of Naturopathic Medicine (NMD). According to the American Association of Naturopathic Physicians, naturopathic medicine “blends centuries-old natural, non-toxic therapies with current advances in the study of health and human systems, covering all aspects of family health from prenatal to geriatric care.” The practice of naturopathic medicine is unregulated in the state of Missouri. Enrollment in the proposed school would be limited to persons with “a professional health care degree and be license eligible or statutorily licensed to diagnose and treat the human body.” Coursework would be delivered through a weekend classroom format and extensive utilization of distance education methods. This school is not accredited.

Laurel Institute for Dental Assistants
St. Peters, Missouri

This proposal is to establish a for-profit school offering one nondegree program in dental assisting. The 10 week, 80 contact hour program is designed to provide “a comprehensive exposure to the basic skills required to enter the field of dental assisting.” This school is not accredited.

New Horizons of St. Louis
St. Louis, Missouri

This single proprietary school, based in O’Fallon, Illinois, is proposing to establish an instructional location in Missouri, as a franchisee of the New Horizons Computer Learning Centers system. The proposal is to offer six nondegree programs, all of which lead to vendor specific certification in information technology fields. This school is not accredited.

Applications Pending Approval (Authorization Only to Recruit Students)

None

Exemptions Granted

Bible Institute of Missouri
Springfield, Missouri

This not-for-profit institution is owned and operated by the Kansas Expressway Church of Christ of Springfield. The school’s purpose is to provide “preacher training for churches of Christ” and offers a degree in biblical studies. 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.

Concordia University-Wisconsin
St. Louis, Missouri

This Higher Learning Commission (NCA) accredited not-for-profit institution is based in Mequon, Wisconsin. This action is the reaffirmation of exempt status originally granted to the institution in 1988. Exemption was granted as “a not for profit religious school that is accredited by the American Association of Bible Colleges, the Association of Theological Schools in the United States and Canada, or a regional accrediting association, such as the North Central Association, which is recognized by the Council on Postsecondary Accreditation and the United States Department of Education.”

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Cook's School of Therapeutic Massage
St. Roberts, Missouri

Mr. Mark Cook operates a massage business in St. Roberts, Missouri and is certified by the Missouri Board for Therapeutic Massage as a massage therapy mentor. The massage board certification process authorizes an individual to train a limited number of massage therapists for licensure in the state. The individual was exempted as "a school which is otherwise licensed and approved under and pursuant to any other licensing law of this state." This school is not accredited.

Naturally Yours Traveling Art Studio
Liberty, Missouri

This for-profit school offers training in art therapy and a type of meridian therapy called "emotional freedom technique." The courses are designed to assist individuals in dealing with issues relating to emotional stability and emotional and physical pain. Exemption was granted as "a school which offers instruction only in subject areas which are primarily for avocational or recreational purposes as distinct from courses to teach employable, marketable knowledge or skills, which does not advertise occupational objectives and which does not grant degrees." This school is not accredited.

St. Louis Theological Seminary and Bible Institute
St. Louis, Missouri

This not-for-profit institution is owned and operated by the St. Louis Bible Fellowship, which is affiliated with the Grace Gospel Fellowship of Grand Rapids, Michigan. It offers programs from the nondegree through the master's degree level. The school's purpose is "to train men and women in the Gospel ministry and prepare them to serve various churches throughout the United States." 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.

Titus 2 University
Middletown, Missouri

This not-for-profit institution is owned and operated by the Titus 2 Ministry. The school's purpose is "to support the Christian community, by providing Biblical instruction and life applicable training." It offers programs from the nondegree through the doctoral level. 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

Tel-Temps Training Resources

St. Louis, Missouri

Tel-Temps was established as a not-for-profit, unaccredited school by Ms. Karen Watkins in 1999. The school provided short-term, nondegree programs for bank tellers and financial services representatives. In early 2005, due to declining enrollment and external funding issues, the school made the decision to temporarily discontinue enrollment; that was followed by notification in September of the decision to permanently close the school. Based on information provided to the department, all enrolled students were able to complete the instructional program in which they were enrolled and adequate arrangements have been made for the preservation of student records, as required by statute.

AGENDA ITEM SUMMARY

AGENDA ITEM

Cycle-4 Improving Teacher Quality Grant
Coordinating Board for Higher Education
October 13, 2005

DESCRIPTION

The MDHE receives annual funds from the federal government to administer a competitive grants program for K-12/higher education partnerships dedicated to professional development for teachers, administrators, paraprofessionals, and pre-service teachers in core academic subjects. Cycle-4 funds will continue the Cycle-3 focus on grades 4-8 in the science and mathematics subject areas. The intent of this board item is to provide information about the Cycle-4 *Improving Teacher Quality Grant* program and the appointment of an external evaluator.

Background

- No Child Left Behind (NCLB) Act of 2001 signed into law in January 2002
- Title II Part A of the NCLB provides the MDHE with approximately \$1.2 million per year to support professional development activities in core academic subjects
- Five state objectives:
 - Improvement in student achievement in math and/or science content areas
 - Positive changes in teachers' content knowledge
 - Improvement in teachers' instructional knowledge and practices in the utilization of inquiry-based instruction
 - Enhancement of participants' use of assessment data to monitor the effectiveness of their instruction
 - Impact on the preparation of pre-service teachers at the partner institution(s) of higher education

Cycle-4 Request for Proposals (RFP)

- Posted September 16, 2005 to the MDHE website
(<http://www.dhe.mo.gov/mdhecentralteacherquality.shtml>)
- Major Changes from Cycle-3 RFP:
 - The description of partnership with institutions of higher education (IHE) is more generic to open the possibility of two-year institutions to be a lead agent
 - Encourages recruitment of a critical mass or team of teachers from the same school(s) for increased impact on the instructional culture of the school
 - Allows up to \$500 as an incentive for meaningful school administrator participation

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- for follow-up activities that support the project
- Requires multi-year projects to identify the value-added that will result from a multi-year rather than single-year commitment.
- Personnel costs are limited to a maximum of 35 percent of the total requested funding
- Online professional development projects may be piloted in this cycle

The MDHE will conduct technical assistance workshops during October and November. The purpose of these workshops is to provide a public venue to explore potential partnerships. In addition, workshop attendees will have an opportunity to receive technical assistance concerning the Cycle-4 RFP. All interested applicants are encouraged to attend at least one of the following workshops:

October 20	-	Department of Higher Education	-	Jefferson City
October 26	-	Harris-Stowe State University	-	St. Louis
November 1	-	Central Missouri State University	-	Warrensburg
November 8	-	Three Rivers Community College	-	Poplar Bluff
November 17	-	Culver-Stockton College	-	Canton
November 22	-	Missouri State University	-	Springfield

External Evaluation

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. Through a competitive grants process administered by the Office of Administration's Division of Purchasing and Materials Management, a contract for evaluation services was awarded to a team led by Dr. Sandra Abell, Director of the Southwestern Bell Science Education Center at the University of Missouri – Columbia. This award includes an option to renew the evaluation contract for the next four cycles contingent upon the evaluation team's performance and budget factors.

Dr. Abell's team has provided evaluation services in all three cycles of the Improving Teacher Quality Grants program. The final evaluation report for Cycle-1 is available on the team website (<http://www.pdeval.missouri.edu/results.html>). Evaluation results for Cycle-2 are due by October 31, 2005. Dr. Abell and her team will present an oral report of these findings by November 30, 2005.

Monitoring Visit

Representatives from the U.S. Department of Education (USDE) are scheduled for a site visit on October 17-19, 2005 to monitor the improving teacher quality programs administered by the Department of Elementary and Secondary Education (DESE) and the MDHE. Through these monitoring visits, the USDE gathers data about state and local needs that helps to improve advisement efforts and is used to design technical assistance initiatives.

The monitors will review the MDHE program on October 19, 2005, from 1:30 – 3:00 p.m. MDHE Improving Teacher Quality Grant project directors will be available for interview by telephone, and members of the external evaluation team will provide the monitoring team with a briefing on Missouri's evaluation activities.

Conclusions

Missouri's colleges and universities are encouraged to foster strong partnerships with K-12 schools to assist and support improvement in the quality and effectiveness of elementary and secondary teaching and learning. The utilization of an evaluation team helps to provide useful information for these partnerships on student performance, best teaching practices, 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

AGENDA ITEM SUMMARY

AGENDA ITEM

Update on Measuring Value-Added Student Learning
Coordinating Board for Higher Education
October 13, 2005

DESCRIPTION

The Missouri Consortium for Measuring Value-Added Student Learning (MVASL) is comprised of 33 institutional members (public two- and four-year, independent, and proprietary). The Consortium, organized by the Missouri Department of Higher Education (MDHE), is committed to sharing best practices about designing and implementing assessment programs that demonstrate value-added learning. Several consortium members have been working in partnership with RAND's Council on Aid to Education (CAE) on Year-2 of the Missouri Pilot Program using the Collegiate Learning Assessment (CLA) instrument. Discussion resulting from Year-1 testing in 2004-05, as well as current testing, will be used to inform Missouri public policy on assessment of student learning. The intent of this item is to provide the board with an update on the status of Missouri's experiment in measuring value-added student learning with the CLA.

Background

MVASL Actions / Activity April – September 2005

- Spring 2005 Year One testing encompassed 25 two- and four-year institutions and 1,938 students
- One institution tested exiting students in Spring 2005 and will test entering students in Fall 2005
- Seventeen institutions will conduct Year-2 testing with CAE (six public two-year, six public four-year, and five independent)
- Each Missouri institution will pay \$3,500 to participate in Year-2 testing, which is discounted from the national rate of \$6,300
- Fall Year-2 testing window closes on October 31
- CAE and the Consortium continue to investigate methods to use COMPASS instead of ACT scores to analyze data from two-year schools

Future Actions

- The MVASL will meet on November 8, 2005 to discuss campus value-added assessment agendas, evaluate reports from CAE, and discuss issues related to design, implementation, and/or student motivation in testing
- Scheduled one-day symposium on value-added assessment has been delayed to early 2006 to allow more time for analysis of Year-1 testing and greater engagement of K-12 partners
- Year-1 reports are being produced by CAE for submission to individual Missouri institutions (confidential); sector reports (four-year public, two-year public, and independent) are being written for the MVASL

Coordinating Board for Higher Education
October 13, 2005

Conclusion

Development and implementation of the Collegiate Learning Assessment (CLA) continues for the second year as a cooperative effort of Consortium institutions (testing and non-testing), the RAND Corporation's Council on Aid to Education (CAE), the Kauffman Foundation, and the MDHE. MVASL representatives will meet to discuss statewide assessment agendas and to develop an agenda for the one-day symposium scheduled for 2006.

Missouri Consortium institutions are generating vital testing practices about value-added student learning associated with higher order reasoning and written communication. Information will continue to be provided to assist institutions in measuring value-added student learning and in effecting continuous improvement efforts at the local level.

STATUTORY REFERENCE

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

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Recertification of Institutional Eligibility to Participate in the Charles Gallagher Student Financial Assistance Program and other State Student Financial Assistance Programs
Coordinating Board for Higher Education
October 13, 2005

DESCRIPTION

The purpose of this information item is to advise the board and institutions that the MDHE staff has initiated the recertification process for institutions to continue to participate in the state student financial assistance programs. In compliance with the regulations on institutional eligibility for participation in the Charles Gallagher Student Financial Assistance Program, approved institutions must be recertified every three (3) years. The institutional eligibility criteria to participate in the Charles Gallagher Student Financial Assistance Program is the same for all of the state student financial assistance programs that the Coordinating Board has the statutory responsibility to administer. As a result, this recertification process applies to the same Missouri institutions which are also approved to participate under Section 173.205(2)(3) RSMo in the other state programs listed below.

Bright Flight Scholarship Program
Marguerite Ross Barnett Memorial Scholarship Program
Missouri College Guarantee Program
Public Service Officer or Employee's Child Survivor Grant Program
Vietnam Veteran's Survivor Grant Program

All institutions, which were last recertified in June 2002 and institutions that were approved for participation since 2002, are due for recertification. A list of those institutions to be recertified is attached. Furthermore, the recertification process will also allow staff to collect additional data elements and information that are necessary to administer the state aid programs.

The process of recertification requires the distribution and completion of an institutional application for recertification, a review of the institution's compliance with the data collection requirements of the Coordinating Board for Higher Education, approval by the Coordinating Board, and notification to each institution from the commissioner regarding the board's action. Attached is a copy of the Application for Recertification of Institutional Eligibility to Participate in the state student financial assistance programs.

The MDHE staff will distribute the application for recertification to all approved institutions. The status of the completed institutional applications will be reviewed by the staff and a recommendation for recertification of institutional eligibility to participate in the student

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financial assistance programs will be submitted to the Coordinating Board for consideration at its February 2006 meeting.

STATUTORY REFERENCE

6 CSR 10-2.010, Institutional Eligibility for Participation in the Charles Gallagher Student Financial Assistance Program
Section 173.200, RSMo, Charles Gallagher Student Financial Assistance Program

RECOMMENDED ACTION

This is an information item only.

ATTACHMENTS

Attachment A: List of Approved Institutions Due for Recertification

Attachment B: Application for Recertification of Institutional Eligibility to Participate in the Charles Gallagher Student Financial Assistance Program and other Student Financial Assistance Programs

**MISSOURI DEPARTMENT OF HIGHER EDUCATION
MISSOURI STUDENT FINANCIAL ASSISTANCE PROGRAMS**

**Approved Institutions
Alphabetical by Institution
October 2005**

5010	Avila University	5130	Missouri Valley College
7003	Boonslick Area Vocational School	2050	Missouri Western State University
7130	Cape Girardeau Career & Technology Center	3100	Moberly Area Community College
7140	Carrollton Area Career Center	7062	Nichols Career Center
5030	Central Methodist University	3170	North Central Missouri College
2010	Central Missouri State University	2070	Northwest Missouri State University
7005	Cleveland Chiropractic College	7061	Northwest Technical School
5160	College of the Ozarks	3025	Ozarks Technical Community College
7160	Columbia Area Career Center	5140	Park University
5040	Columbia College	7064	Pike Lincoln Technical Center
6010	Cotter College	7066	Poplar Bluff Technical Career Center
3010	Crowder College	8000	Ranken Technical College
5050	Culver-Stockton College	7068	Research College of Nursing
5060	Drury University	5150	Rockhurst University
3020	East Central College	7069	Rolla Technical Institute
7101	Eldon Career Center	4020	Saint Louis University
5080	Fontbonne University	7091	Saint Luke's College
7100	Four Rivers Career Center	7073	Saline County Career Center
7102	Franklin Technology Center	7103	Sikeston Career & Technology Center
7074	Gibson Technical Center	7093	Southeast Missouri Hospital College of Nursing
7120	Grand River Technical School	2080	Southeast Missouri State University
7007	Hannibal Career and Technical Center	5170	Southwest Baptist University
5090	Hannibal-LaGrange College	3105	St. Charles County Community College
2020	Harris-Stowe State University	7070	St. Louis College of Pharmacy
7013	Hillyard Technical Center	3120	St. Louis Community College
3030	Jefferson College	3150	State Fair Community College
7009	Jewish Hospital College of Nursing and Allied Health	5180	Stephens College
7010	Kansas City Art Institute	7014	Texas County Technical Institute
7149	Lebanon Technology and Career Center	3160	Three Rivers Community College
7004	Lester Cox College of Nursing	2060	Truman State University
7150	Lex La-Ray Technical College	1010	University of Missouri - Columbia
2030	Lincoln University	1020	University of Missouri - Kansas City
5100	Lindenwood University	1030	University of Missouri - Rolla
7040	Linn State Technical College	1040	University of Missouri - St. Louis
7050	Logan University	4030	Washington University
5110	Maryville University	7110	Waynesville Technical Academy
3070	Metropolitan Community Colleges	5200	Webster University
3090	Mineral Area College	6050	Wentworth Military Academy
5120	Missouri Baptist University	5210	Westminster College
2040	Missouri Southern State University	5220	William Jewell College
2090	Missouri State University	5230	William Woods University
2100	Missouri State University-West Plains		

**Application for Recertification of Institutional Eligibility to
Participate in the Charles Gallagher Student Financial Assistance Program
and other State Student Financial Assistance Programs
October 2005**

Name of Institution: _____

Type of Institution: _____ Public Two-year Institution
 _____ Public Four-year Institution
 _____ Private Two-year Institution
 _____ Private Four-year Institution
 _____ Vocational/Technical School
 _____ Other: _____

Last Recertification Date: **June 2002**

The institutional eligibility criteria to participate in the Charles Gallagher Student Financial Assistance Program are the same for all of the state student financial assistance programs that the Coordinating Board has the statutory responsibility to administer. As a result, this recertification process applies to the same Missouri institutions which are also approved to participate under Section 173.205(2)(3) RSMo in the other state programs listed below.

Bright Flight Scholarship Program
 Marguerite Ross Barnett Memorial Scholarship Program
 Missouri College Guarantee Program
 Public Service Officer or Employee's Child Survivor Grant Program
 Vietnam Veteran's Survivor Grant Program

RECERTIFICATION INSTRUCTIONS

1. Please review the definitions of eligible institutions on page 2 as well as the following paragraph from the Missouri Code of State Regulations:

(6CSR 10-2.010(4)(C))

"(C) During a period in which an institution is certified as an approved institution, if a substantial change occurs in the governing structure of the institution, in the hiring policies of the institution pertaining to administration, faculty and staff, in the admissions policies of the institution, in the textbook selection procedures of the institution, in the level of programs or degrees offered by the institution, in the qualification for accreditation of the institution by the North Central Association of Colleges and Secondary Schools, in any other matter affecting the criteria set forth in 173.205(2) or 173.205(3), RSMo (Suppl. 1975) or in the institution's record of compliance with lawfully promulgated CBHE policies and procedures, the CBHE may consider whether to terminate the institution's approved status because of such change."

2. Further explanation of the criteria for institutional participation in the Charles Gallagher Student Financial Assistance Program is contained in 6 CSC 10-2.010. A copy of the administrative rules have been distributed to the institution's student financial aid administrator, or are available upon request from the Coordinating Board for Higher Education.
3. All institutions must respond to the questions in the recertification section on page 3 and the new data and information being requested on page 4.
4. Sign and return the completed application to the Missouri Department of Higher Education by **December 1, 2005**.

DEFINITION OF ELIGIBLE INSTITUTIONS

The definitions of "approved institutions" contained in the statute authorizing the Charles Gallagher Student Financial Assistance Program are as follows:

(Section 173.205, RSMo)

- (2) "Approved private institution", a nonprofit institution, dedicated to educational purposes, located in Missouri which:
 - (a) Is operated privately under the control of an independent board and not directly controlled or administered by any public agency or political subdivision;
 - (b) Provides a postsecondary course of instruction at least six months in length leading to or directly creditable toward a certificate or degree;
 - (c) Meets the standards for accreditation as determined by either the North Central Association of Colleges and Secondary Schools or by other accrediting bodies recognized by the United States Office of Education or by utilizing accreditation standards applicable to nondegree-granting institutions as established by the Coordinating Board for Higher Education;
 - (d) Does not discriminate in the hiring of administrators, faculty and staff, or in the admission of students on the basis of race, color, religion, sex, or national origin and is in compliance with the Federal Civil Rights Acts of 1964 and 1968 and executive orders issued pursuant thereto. Sex discrimination as used herein shall not apply to admission practices of institutions offering the enrollment limited to one sex;
 - (c) Permits faculty members to select textbooks without influence or pressure by any religious or sectarian sources;
- (3) "Approved public institution", an educational institution located in Missouri subdivision:
 - (a) Is directly controlled or administered by a public agency or political subdivision;
 - (b) Receives appropriations directly or indirectly from the general assembly for operating expenses;
 - (c) Provides a postsecondary course of instruction at least six months in length leading to or directly creditable toward a degree or certificate;
 - (d) Meets the standards for accreditation as determined by either the North Central Association of Colleges and Secondary Schools, or if a public junior college created pursuant to the provisions of sections 178.370 to 178.400, RSMo, meets the standards established by the Coordinating Board for Higher Education for such public junior colleges, or by other accrediting bodies recognized by the United States Office of Education or by utilizing accreditation standards applicable to the institution as established by the Coordinating Board for Higher Education;
 - (e) Does not discriminate in the hiring of administrators, faculty and staff, or in the admission of students on the basis of race, color, religion, sex, or national origin and is otherwise in compliance with the Federal Civil Rights Acts of 1964 and 1968 and executive orders issued pursuant thereto;
 - (f) Permits faculty members to select textbooks without influence or pressure by any religious or sectarian source."

RECERTIFICATION OF INSTITUTIONS

1. Does the institution qualify as a nonprofit institution?
☐ Yes ☐ No
2. If the institution is a private institution, is the institution controlled by an independent board as defined in 6 CSR 10-2.010(3)?
☐ Yes ☐ No
3. Does the institution permit faculty members to select textbooks without influence or pressure by any religious or sectarian source as defined in 6 CSR 10-2.010(3)(C)?
☐ Yes ☐ No
4. Does the institution discriminate in the hiring of administrators, faculty and staff or in the admission of students on the basis of race, color, religion, sex, or national origin? (Sex discrimination as used herein shall not apply to admissions practices of institutions offering enrollment limited to one sex.)
☐ Yes ☐ No
5. Name and address of agency(ies) by which the institution is accredited.
6. Is each agency listed in number 5 above recognized by the U.S. Department of Education for federal student aid program approval?
7. Is the institution approved for student participation in any of the following federal programs?

Pell	<input type="checkbox"/> Yes	<input type="checkbox"/> No
SEOG	<input type="checkbox"/> Yes	<input type="checkbox"/> No
CWS	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Perkins	<input type="checkbox"/> Yes	<input type="checkbox"/> No
FFELP	<input type="checkbox"/> Yes	<input type="checkbox"/> No

☐ This institution, listed on this application, **has not** substantially changed policies and procedures described in 6 CSR 10-2.10(4)(C) since the last recertification date listed on page one (1) of this application.

☐ This institution, listed on this application, **has** substantially changed policies and procedures described in 6 CSR 10-2.10(4)(C) since the last recertification date listed on page one (1) of this application. If your institutional policies and procedures **have changed** you must submit a copy of your institution's Articles of Incorporation and By-Laws to the Missouri Department of Higher Education.

DEFAULT HOUSING CODE

There are occasions when a student leaves the housing question blank on the original or renewal student's Free Application for Federal Student Aid (FAFSA). With the process of the MDHE collecting budget and cost data through IPEDS, a default housing code is not available for institutions to report. This housing code is necessary to calculate the student's cost of attendance for the state need-based programs. Therefore, the MDHE collects a default housing code from institutions on the application for recertification of institutional eligibility for participation in the state student assistance programs that occurs every three (3) years. Please indicate the type of housing you want the MDHE to default to when the student leaves the housing question blank on the FAFSA. Check only one option. ***If you do not check any of these options, the MDHE will assume the student will be living with parents.***

- ☐ ON-CAMPUS
- ☐ OFF-CAMPUS
- ☐ WITH PARENTS

CHIEF EXECUTIVE OFFICER

Signature of Chief Executive Officer

Date

Typed Name and Title of Chief Executive Officer

AGENDA ITEM SUMMARY

AGENDA ITEM

Update on Student Loan Group Reorganization and Other Activities
Coordinating Board for Higher Education
October 13, 2005

DESCRIPTION

MSLG Reorganization

The Missouri Student Loan Group (MSLG) is one of six groups into which the Department of Higher Education (DHE) staff is currently organized. The MSLG has primary responsibility for administering the DHE Student Loan Program, which serves as a guaranty agency under the Federal Family Education Loan (FFEL) Program. In September 2005, the MSLG reorganized into four functional areas: Fiscal Analysis; ATOM (Automated Transfer of Money); Operations; and Marketing (see Attachment).

The reasons for the reorganization were twofold. First, senior staff within the DHE and the MSLG determined that additional resources were necessary to meet the demands of the DHE's customers and to effectively market the DHE's guarantee services in an increasingly competitive environment. As more fully stated below, this determination led to the creation of the Marketing area and four Client Manager positions. The second reason for the reorganization was the departure of Mr. Scott Giles, the former Director of the MSLG, and the decision to have Dr. Jim Matchefts, Assistant Commissioner and General Counsel, assume the additional duties of the Director of the MSLG.

In state fiscal year 2005, the DHE Student Loan Program guaranteed over \$923 million in FFEL Program loans, with over \$3 billion in outstanding guarantees. The DHE competes for student loan volume with various out-of-state guarantors, most notably United Student Aid Funds (Indiana), the National Student Loan Program (Nebraska), Great Lakes Higher Education Corporation (Wisconsin), and the U.S. Department of Education (via the Federal Direct Student Loan Program). The DHE strongly believes that it, in partnership with the Missouri Higher Education Loan Authority (MOHELA), offers the best value for student loan borrowers through interest rate reduction, loan forgiveness, and default prevention programs. (Information on the interest rate reduction benefits was presented to the board at the August 2005 retreat.) However, a school often makes its decision about which guarantor to use based not on "price" but on the level of customer service provided by the guarantor to the school's students and its financial aid office. Accordingly, in addition to providing superior borrower benefits, it is imperative that the DHE deliver excellent customer service and that it effectively market the benefits of the DHE's guarantee.

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The newly created Marketing area is designed to ensure that the DHE's customers receive proactive assistance with loan processing issues and that all financial aid officers in Missouri are aware of the benefits available to their students through the DHE and MOHELA. To survive and thrive in the competitive student loan environment, the DHE must have a professional marketing staff with the ability to understand market forces and effectively sell the DHE guarantee (and related services, such as ATOM) to current and prospective customers. The new Senior Associate – Marketing position, which the DHE is actively working to fill, will spearhead the DHE's efforts to provide a higher level of customer service and visibility in the student loan market.

The Senior Associate – Marketing will supervise the current staff of four Client Representatives, who will continue working in the field to assist school and lender customers with loan processing issues. However, two important changes will be made in the functions performed by the Client Representatives. First, under the leadership of the Senior Associate – Marketing, the Client Representatives will have the added responsibility of marketing the DHE guarantee and related services to prospective customers. Second, to assist the Client Representatives in more quickly and effectively resolving loan processing issues, each Client Representative will be paired with one of the newly created Client Manager positions. The Client Managers, who will be housed at the DHE offices and will report to Mr. Keith Broadus, Senior Associate – Technology, will work with the Client Representatives, DHE operational staff, and staff with American Student Assistance (the DHE's loan servicing agent), to resolve customer concerns and complaints. This new layer of customer assistance staff is designed to retain current DHE customers and attract new customers.

As stated above, when Mr. Giles departed, the decision was made not to replace him with another full-time Director of the MSLG, but have the duties of the Director performed by Dr. Matchefts, who also retains his responsibilities as Assistant Commissioner and General Counsel. Dr. Matchefts has worked closely with the DHE Student Loan Program since joining the DHE in 1997 and was, in 2002-2003, in charge of the Loan Program. In order to accommodate this change in the leadership of the Loan Program, it was necessary that other MSLG staff perform the financial analysis and forecasting functions previously performed by Mr. Giles. It was decided that these functions could be performed by staff in the Fiscal Analysis area, provided that various operational functions were moved out of the Fiscal Analysis area. One of these operational functions was the Administrative Wage Garnishment program which, as the Attachment indicates, has been moved to the Operations area. Other operational functions were also moved out of the Fiscal Analysis area but, because those changes did not impact the organizational structure, they do not appear on the Attachment.

The foregoing provides an overview of the changes in the MSLG's structure that have been made in order to meet the challenges ahead. DHE staff will keep the board advised of the results of this reorganization.

Cohort Default Rate

Annually, the U.S. Department of Education (USDE) announces cohort default rates for participants in the FFEL Program, including guaranty agencies. The term “cohort” denotes the fact that USDE does not measure the default rate for all loans guaranteed, but only for a specific cohort of loans that enter repayment during a particular period of time. The cohort default rates recently released by USDE represent the default rate among borrowers who entered repayment during federal fiscal year 2003 (FFY03) and defaulted before the end of FFY04. The DHE is pleased that its cohort default rate for FFY03 is 3.6 percent, as compared to the national average of 4.5 percent.

The DHE has implemented a number of innovative strategies to improve its cohort default rate. For instance, institutions participating in the DHE Default Prevention Grant program have consistently lowered their cohort default rates. In order to qualify for the grant program when it began in 2002, institutions must have had a cohort default rate greater than 10 percent. According to the 2003 cohort default rates, 56 percent of the participating institutions now have default rates at 5 percent or less.

In addition to the Default Prevention Grant program, the DHE offers customized, on-campus, default prevention training for all Missouri institutions to help them develop proactive programs to prevent student loan defaults. The DHE continues to contract with Student Loan Counseling Services (SLCS) to perform default aversion activities. SLCS is committed to preventing defaults and doing what is in the borrower’s best interest.

The DHE attributes its continued success in part to improvement of its loan portfolio mix. As a state agency, the DHE guarantees educational loans for all Missouri institutions that wish to use the DHE guarantee. While the DHE remains committed to serving all eligible schools, in recent years the DHE has increased its loan volume among schools with historically low default rates.

With continued focus on default prevention efforts, the DHE expects that its cohort default rate will continue to be among the lowest in the nation. Default prevention is just one way in which the DHE fulfills its mission to provide a high quality higher education system and an outstanding quality of life for Missouri citizens. By assisting borrowers in managing their student loan debt and avoiding the harmful effects of default, the DHE allows these former students the opportunity to succeed in Missouri’s economy.

STATUTORY REFERENCE

Sections 173.095 through 173.187, RSMo, Missouri Student Loan Program

RECOMMENDED ACTION

This is a discussion item only.

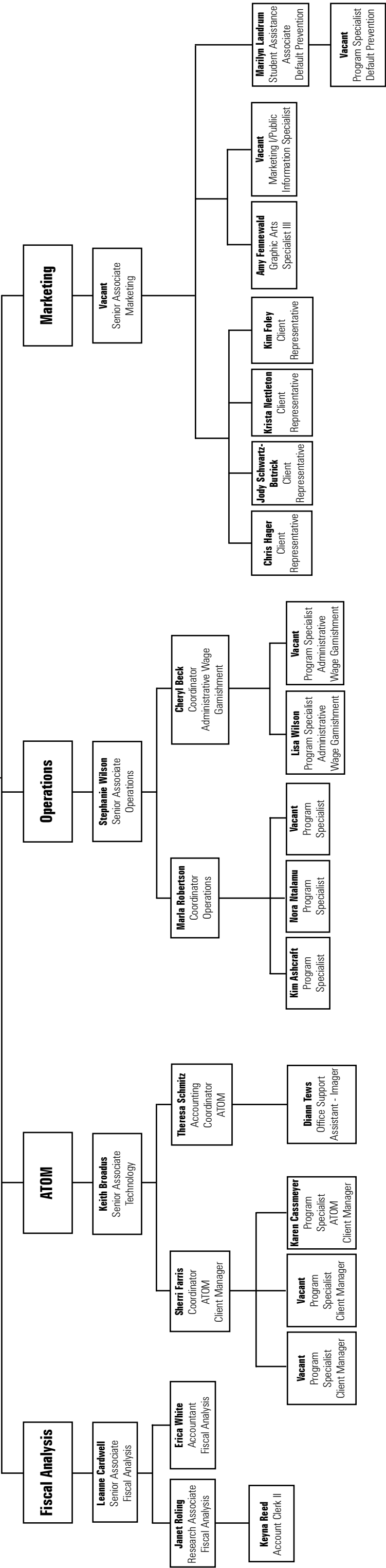
ATTACHMENT

MSLG Organizational Chart

Missouri Student Loan Group

Jim Matchefts
Director
Missouri Student Loan Program

Vicky Buschjost
Administrative Assistant



AGENDA ITEM SUMMARY

AGENDA ITEM

Proposed Recommendations of State Student Aid Program Task Force
Coordinating Board for Higher Education
October 13, 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. 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 state student financial aid issues. The task force was appointed in March 2005 and is made up of representatives from COPHE, MCCA, ICUM (both ICUM and non-ICUM members), Governor's office, the Senate, House of Representatives, and MDHE staff. Attachment A is a list of the task force members.

The first meeting of the task force was held on Thursday, May 26 at the MDHE, and since then the task force has had six other meetings. The initial meetings were devoted to establishing a mission statement and reviewing and analyzing data. The mission statement agreed to by the task force is the following:

Make recommendations:

- *on the process for funding,*
- *on improving the efficiency of financial aid applications, rules, and delivery, and*
- *for simplifying and streamlining financial aid eligibility for the state aid programs.*

These recommendations for improvement will benefit students and their parents so they can easily access financial aid opportunities and higher education in Missouri.

After the first few meetings of the task force it became very apparent that, due to the nature of the state student financial aid program process, all of the issues identified by the task force could not be addressed by December 2005, when the final report is scheduled to be presented to the Coordinating Board for Higher Education. As a result, the task force has identified some issues as short term for immediate action and an additional group of issues that will require a longer term approach. The task force agreed there are some short term issues that have been addressed to improve and simplify the state aid program process. However, larger issues such as funding, program award amounts, distribution of awards, and program structure will need to be addressed long term. Therefore, the task force has agreed and recommends that the task force continue its work beyond December 2005 to further address these more complex issues.

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Attachment B is the initial draft of the report prepared by the task force. The draft report will continue to be refined at future meetings of the task force on the following dates.

Friday, October 7, 2005
Friday, October 21, 2005
Thursday, November 10, 2005
Monday, November 21, 2005

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”
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

This is a discussion item only.

ATTACHMENTS

Attachment A: List of Task Force Members
Attachment B: Draft Report

**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

-DRAFT-

**STATE AID PROGRAM TASK FORCE
October 13, 2005**

The state student financial aid programs administered by the Missouri Department of Higher Education (MDHE), and other state aid programs administered by other state agencies, have been created by the Missouri General Assembly and signed into law by the governor over the past 30 years. Following is a consolidated list of state student aid programs and the state agencies responsible for administering the programs.

PROGRAMS CURRENTLY ADMINISTERED BY THE MISSOURI DEPARTMENT OF HIGHER EDUCATION (MDHE).

- Charles Gallagher Student Financial Assistance Program
(Section 173.200, RSMo)
- Missouri Higher Education Academic Scholarship Program ("Bright Flight")
(Section 173.250, RSMo)
- Marguerite Ross Barnett Memorial Scholarship Program
(Section 173.262, RSMo)
- Missouri College Guarantee Program
(Section 173.810, RSMo)
- Public Service Officer Survivor Grant Program
(Section 173.260, RSMo)
- Vietnam Veteran's Survivor Grant Program
(Section 173.236, RSMo)

PROGRAMS IMPLEMENTED AND ADMINISTERED BY THE MDHE BUT DISCONTINUED OVER THE YEARS THROUGH THE STATE BUDGET PROCESS.

- Missouri Prospective Teacher Loan Program
(Section 168.550, RSMo)
- Advantage Missouri Program
(Section 173.775, RSMo)
- Bridge Scholarship Program
(No statutory authority - implemented through the state budget process.)

STATE PROGRAMS DESIGNATED TO BE ADMINISTERED BY OTHER AGENCIES.

Department of Elementary and Secondary Education

- A+ Program
(Section 160.545, RSMo)
- Missouri Teacher Education Scholarship Program
(Section 160.276, RSMo)
- Minority Teaching Scholarship Program
(Section 161.415-161.424, RSMo)

Department of Agriculture

- Agriculture Scholarship Program
(*No statutory authority*)

Department of Health

- Nursing Student Loan Program
(*Section 335.212, RSMo*)

Department of Natural Resources

- Minority and Underrepresented Environmental Literacy Program
(*Section 640.240, RSMo*)

National Guard Association

- National Guard Association Auxiliary Scholarship
(*No statutory authority - privately funded and implemented on a national basis.*)
- National Guard Scholarship Program
(*Section 173.239, RSMo*)

STATE PROGRAMS CREATED BY THE MISSOURI GENERAL ASSEMBLY OVER THE YEARS THAT HAVE NEVER BEEN FUNDED.

- Higher Education Artistic Scholarship Program
(*Section 173.724, RSMo*)
- Higher Education Graduate Study Scholarship Program
(*Section 173.196, RSMo*)
- Higher Education Scholarship Program
(*Section 173.196, RSMo*)
- Maximum Pell Grant Program
(*Section 173.053, RSMo*)
- Missouri Access to Higher Education Trust Fund (Advanced Tuition Payment Contracts)
(*Section 166.200, RSMo*)

During the time period in which these programs were created, there was never a statewide coordinated plan on how to propose, create, implement, or fund state student aid programs in Missouri. As a result, the existing programs were created with different objectives in mind targeting different student populations.

Based on the experience of the MDHE in administering state student aid programs, the MDHE programs have well served Missouri citizens and have been fulfilling their original intent. However, over the period of time in which these programs were created, such things as funding, state budgets, student demographics, program and state needs have changed. This provides an

opportunity for the state to review and evaluate the intent and existence of the current state aid programs.

With this history in mind and after the first few meetings of the task force, it became apparent that because of the current structure of the state student financial aid program process, all of the issues identified by the task force could not be addressed by December 2005 when the final report is scheduled to be presented to the Coordinating Board for Higher Education. As a result the task force has identified some issues as short term for immediate action and those are presented as proposed recommendations in Section I of the draft report. However, the task force has also identified an additional group of more complex issues that will require a longer term approach and are outlined in Section II of the draft report.

I. PROPOSED RECOMMENDATIONS FOR SHORT TERM ISSUES

1. ***Recommendation:*** Eliminate the high school academic criteria and the extracurricular activity from the student eligibility requirements so funds from the need-based Missouri College Guarantee Program can be awarded to eligible students based solely on the student's demonstrated financial need as defined by the current statutory program requirements.

Issue: The Missouri College Guarantee Program, a need-based program, also requires the following high school academic criteria to qualify for the program.

- 2.5 or higher high school grade point average
- 20 or higher score on the ACT or 950 or higher on the SAT
- participation in high school extracurricular activities.

By having these academic eligibility criteria included in a need-based program, some of the neediest students do not qualify. For example, the average ACT scores at some high schools with traditionally low college attendance rates, are less than 20. Also, during the application process, the high school grade point average and the high school extracurricular activities are verified for eligibility purposes based on self-reported data by the student on the ACT assessment record. This raises issues regarding the accuracy of the data and timing of the information being reported by the student.

Implementation: Eliminating these student eligibility provisions would require statutory amendments to Section 173.810, RSMo.

2. ***Recommendation:*** Require a 2.5 grade point average to be eligible as a renewal student for the following programs:
 - Charles Gallagher Student Financial Assistance Program,
 - Missouri Higher Education Academic Scholarship Program, known as "Bright Flight," and
 - Marguerite Ross Barnett Memorial Scholarship Program.

Issue: There are inconsistent renewal eligibility criteria among state student aid programs.

For example, the Missouri College Guarantee Program statute and the A + Program administrative rule require a student to maintain a 2.5 grade point average to be eligible as a renewal student while the other programs only require the student to maintain academic progress as defined by the postsecondary institution.

Having inconsistent eligibility criteria causes confusion for students and parents on what is necessary to maintain renewal eligibility to continue to receive state aid awards. For example, under the current program eligibility requirements, if a student is receiving a need-based award under the Missouri College Guarantee Program and a merit-based Bright Flight scholarship and has only maintained a 2.3 college grade point average, the student will no longer be eligible to receive the need-based award but would continue to receive the merit-based award.

Consistent renewal eligibility criteria would be less confusing to students and parents and would provide an expectation for the student to maintain eligibility for state awards. Also, if the renewal criteria were consistent for all programs, the verification of eligibility would be simplified at the institutions. Currently, the institutions must develop and maintain different processes to monitor the inconsistent renewal eligibility for the different programs.

Implementation: Would require amending the definition of academic progress within the administrative rules for these programs:

Charles Gallagher: 6 CSR 10-2.020,

Bright Flight: 6 CSR 10-2.080, and

Ross Barnett: 6 CSR 10-2.120.

3. **Recommendation:** Investigate options on how postsecondary institutions participating in the state aid programs could report enrollment and graduation data on students who receive state financial assistance from the state aid programs administered by the MDHE.

Issue: Currently, there is not a system or process in place for the MDHE to collect student data from institutions to determine if a student who receives state student financial assistance has completed a degree. This type of student data and information would be useful in analyzing the different programs and the performance of the individual state aid program recipients. The analysis of the student completion rates could also be useful in building future state budget requests for the programs.

Implementation: Begin to review ways institutions may already be reporting enrollment data on their students. One option would be to contact and work with the National Student Clearinghouse. The Clearinghouse is a non-profit organization that was established by the higher education community in 1993 and is a single point of contact for collecting, reconciling, and exchanging postsecondary enrollment and degree information. Institutions currently are required to report enrollment data to the Clearinghouse so this may be a source for the MDHE to obtain enrollment data on state aid program recipients. If the Clearinghouse data is not available, the MDHE should be directed to initiate and develop a reporting process with the institutions. This proposed data reporting process will not replace any existing reporting data requirements of institutions.

4. **Recommendation:** Amend the definition of a part-time student in the Marguerite Ross Barnett Memorial Scholarship Program administrative rule to specifically define a half-time and three-quarter time student. It is being proposed half-time would be defined as 6 to 8 credit hours and three-quarter time would be defined as 9 to 11 credit hours.

Issue: Traditionally, the MDHE has more applicants than appropriated funds under the Marguerite Ross Barnett Memorial Scholarship Program. Currently, the student's award amount is calculated based on the actual number of credit hours enrolled for a particular semester. The current definition of a part-time student (6 to 11 credit hours) for the Ross Barnett Scholarship Program allows part-time recipients to receive larger semester and annual awards than students who must be enrolled full-time to receive awards under the other state aid programs administered by the MDHE. By redefining a part-time student to a half-time or three-quarter time status, funds could be reallocated within the program appropriation to award to other eligible applicants who otherwise may go unfunded. During the 2004-2005 academic year approximately 30 percent of the scholarship applicants remained unfunded due to the level of funds appropriated to the scholarship program.

Implementation: Would require amendments to the scholarship program administrative rule, 6 CSR 10-2.120.

5. **Recommendation:** Enter into a partnership with other state agencies that administer state financial aid programs so that those agencies could utilize the new MDHE FAMOUS (Financial Assistance for Missouri Undergraduate Students) system to support the administration of their state aid programs.

Issue: As noted earlier in this draft report, other than the state aid programs administered by the MDHE, there are 8 other state aid programs that are currently administered by 5 different state agencies. As a result of this structure, it can become confusing when students and parents inquire about state student financial assistance. This also requires the institutions to communicate and correspond in some instances in a non-automated environment with several different agencies to administer state aid programs at their campuses.

In April 2005 the MDHE deployed the new FAMOUS system. FAMOUS is a web-based system that supports the administration of the MDHE state aid programs. The current FAMOUS system contains multiple interfaces and was developed to build additional interfaces for necessary program and user access as needed. For example, all Missouri high schools can access the current FAMOUS system through the high school interface to check on the state aid program eligibility statuses for their high school seniors. The system provides the opportunity for the MDHE to work with other state agencies and provide assistance with the administration of their state aid programs.

Implementation: Identify the necessary contacts at the other state agencies and develop a coordinated plan to begin meeting with the agencies to discuss the advantages of utilizing the FAMOUS system.

These proposed recommendations provide an opportunity for the MDHE, CBHE, and the Missouri higher education system to move forward with a coordinated state student financial aid program improvement initiative. This opportunity would include presenting a legislative package to the Missouri General Assembly during the 2006 legislative session that improves and simplifies certain aspects of the state aid program process. Other opportunities will arise as the task force moves forward with its work in the upcoming months.

II. LONG TERM ISSUES FOR FURTHER DISCUSSION

As noted earlier in the draft report, the task force has identified a group of complex issues that will require a long term approach. The long term issues identified by the task force to date are the following:

- program funding,
- program award amounts,
- distribution of need-based awards,
- current program structure, simplification and consolidation of programs, and
- redistribution of appropriated state dollars within existing state programs to fund additional students.

Relating to program funding, the state aid programs administered by the MDHE have been level funded since FY 2003. Therefore, the task force is approaching these complex issues and discussions assuming no additional funds will be appropriated by the Missouri General Assembly and the governor to the state aid programs in the near future.

Additionally, the task force will continue to discuss and evaluate various program models to determine program award amounts and how to distribute need-based awards. If a different model to distribute need-based awards is adopted by the task force, the model will demonstrate how awards could potentially be distributed among the different sectors of postsecondary education based on some assumptions and state aid program tendencies, as well as the existing FY 2006 state student aid program funding levels.