

# **Coordinating Board for Higher Education**

## **Agenda of Meeting**

**10:00 AM**

**Thursday**

**December 14, 2006**

**Large Annex Conference Room  
Department of Higher Education**

**COORDINATING BOARD FOR HIGHER EDUCATION**

**Kathryn F. Swan**, Chair, Cape Girardeau

**Gregory Upchurch**, Vice Chair, St. Louis

**Martha L. Boswell**, Columbia

**David Cole**, Cassville

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

**Jeanne Patterson**, Kansas City

**Duane Schreimann**, Jefferson City

**Anthony Thompson**, St. Louis

**TIME:** 10:00 AM  
Thursday  
December 14, 2006

**PLACE:** Large Annex Conference Room  
Department of Higher Education  
Jefferson City

**Coordinating Board for Higher Education  
December 14, 2006  
Department of Higher Education  
Jefferson City  
Schedule of Events**

**Thursday, December 14**

10:00 AM

Coordinating Board for Higher Education Meeting  
Large Annex Conference Room  
Department of Higher Education

# COORDINATING BOARD FOR HIGHER EDUCATION

TIME: 10:00 A.M.  
Thursday  
December 14, 2006

PLACE: Large Annex Conference Room  
Department of Higher Education Office  
Jefferson City

## AGENDA

	<u>Tab</u>	<u>Presentation by:</u>
<b>I. Introduction</b>		
A. Call to Order		Kathryn Swan, CBHE Chair
B. Confirm Quorum		Secretary
C. Executive Session: Permanent Commissioner Search		
D. Committee Reports		
1. Audit Committee		Duane Schreimann, Chair
2. Student Loan/Financial Aid Committee		Martha Boswell, Chair
3. Strategic Planning Committee		Jeanne Patterson, Chair
4. Commissioner Search Committee		Gregory Upchurch, Chair
<b>II. Action Items</b>		
A. Minutes of the October 12, 2006 CBHE Meeting		Kathryn Swan, CBHE Chair
Minutes of the October 19, 2006 CBHE Meeting		
Minutes of the November 27, 2006 Closed CBHE Meeting		
B. Proposed 2008 CBHE Meeting Dates and Locations	A	Brenda Miner, Executive Assistant to the Commissioner
C. Annual Report of the State Student Financial Aid Committee	B	Leroy Wade, MDHE Committee Liaison
D. Update on Transfer and Articulation	C	Robert Stein, Acting Deputy Commissioner
<b>III. Consent Calendar</b>		
A. Distribution of Community College Funds	D	Donna Imhoff, Assistant Commissioner
B. Academic Program Actions	E	Robert Stein, Acting Deputy Commissioner

	<u>Tab</u>	<u>Presentation by:</u>
C. Proprietary School Certification Actions and Reviews	F	Leroy Wade, Director Proprietary School Certification
D. Appointments to the CBHE Proprietary School Advisory Committee	G	Leroy Wade, Director Proprietary School Certification
E. Results from the 2005-2006 Postsecondary Technical Education Survey	H	Robert Stein, Acting Deputy Commissioner
F. School and Lender Advisory Committees	I	Jim Matchefts, Assistant Commissioner and General Counsel
G. Southeast Missouri State University/Three Rivers Community College FY 2006 Site Survey	J	Robert Stein, Acting Deputy Commissioner
H. FY 2006 MDHE Annual Report	K	Robert Stein, Acting Deputy Commissioner
<b>IV. Discussion Items</b>		
A. Higher Education Accountability (Performance Funding)	L	Robert Stein, Acting Deputy Commissioner
B. Tuition Policy Development for Public Higher Education	M	Robert Stein, Acting Deputy Commissioner
C. Report of the 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  
October 12, 2006**

The Coordinating Board for Higher Education (CBHE) and Presidential Advisory Committee (PAC) met at 9:00 a.m. on Thursday, October 12, 2006 at St. Charles Community College.

Members present were:

Kathryn Swan, Chair  
David Cole  
Lowell C. Kruse  
Jeanne Patterson  
Duane Schreimann  
Anthony Thompson  
Gregory Upchurch

Presidents present were:

Henry Givens, Jr., Harris-Stowe State University  
Carolyn Mahoney, Lincoln University  
Julio León, Missouri Southern State University  
James Scanlon, Missouri Western State University  
Dean Hubbard, Northwest Missouri State University  
Ken Dobbins, Southeast Missouri State University  
Michael Nietzel, Missouri State University  
Barbara Dixon, Truman State University  
Aaron Podolefsky, University of Central Missouri  
Elson Floyd, University of Missouri System  
Thomas George, University of Missouri-St. Louis  
Don Doucette, Missouri Community College Association  
Steven Kurtz, Mineral Area College  
John McGuire, St. Charles Community College  
Marsha Drennon, State Fair Community College  
John Cooper, Three Rivers Community College  
Don Claycomb, Linn State Technical College

CBHE Chair Kathryn Swan called the Coordinating Board for Higher Education and Presidential Advisory Committee meeting to order. A list of guests is included as Attachment A.

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

## **Introduction and Greetings**

Chair Swan welcomed everyone to the meeting and expressed appreciation on behalf of the board to St. Charles Community College for hosting the CBHE and PAC meetings.

St. Charles Community College President John McGuire welcomed the CBHE, MDHE staff, representatives of Missouri's colleges and universities and other guests to St. Charles Community College.

## **Committee Reports**

### Audit Committee

Mr. Duane Schreimann, chair of the audit committee, said that the committee has received three audits that need to be reviewed by the committee. Mr. Schreimann noted that he will be working with MDHE staff member Dr. Jim Matchefts to schedule an audit committee meeting to discuss the audits. The committee will have a report at the December CBHE meeting.

### Student Loan/Financial Aid Committee

Chair Swan noted that the student loan/financial aid committee report will be covered during a subsequent agenda item on the work of the State Student Financial Aid Committee.

### Strategic Planning Committee

Ms. Jeanne Patterson, chair of the strategic planning committee, said that during a later portion of the board meeting, CBHE members and presidents and chancellors will have an opportunity to engage in a visioning exercise, that is, what is an idealized future state for higher education in Missouri.

### Commissioner Search Committee

Mr. Gregory Upchurch, chair of the commissioner search committee, provided an update on the commissioner search process. The committee has utilized the criteria for the previous commissioner search to solicit nominations and résumés of potential commissioner candidates. The committee, working with the executive search consultant hired by the board, is in the process of screening résumés, with interviews to be held soon. Mr. Upchurch noted that the committee's goal is to have a new commissioner in place by January 2007.

## **Presidential Advisory Committee**

Presidential Advisory Committee (PAC) Chair James Scanlon provided an overview of the items on the agenda for discussion among PAC members. He introduced Ms. Debra Hollingsworth, Chair of the Mathematics, Engineering, Technology and Science (METS) Alliance and Ms. Mary Beth Luna from the Governor's office, who provided a

presentation on the report of the Mathematics, Engineering, Technology and Science (METS) Alliance.

#### Mathematics, Engineering, Technology and Science (METS) Alliance Presentation

After presenting highlights from the report and recommendations made by the governor's METS Alliance, Ms. Hollingsworth and Ms. Luna engaged the CBHE and presidents and chancellors in a conversation about the importance of this initiative. The full report of the METS Alliance is included with these minutes as Attachment B. Presidents and chancellors expressed support for the work of the Alliance and a commitment of higher education institutions to be advocates for METS initiative.

#### Higher Education Strategic Planning

PAC Chair Scanlon thanked presidents and chancellors for their input during the strategic planning visioning exercise. The intention of the exercise was to open the discussion to envisioning opportunities for the system of higher education to impact the condition of Missouri and its citizens in the next five to ten years.

This morning's discussion provided the basis for creation of a comprehensive strategic plan that will take place with the assistance of a working group of institution representatives from each sector over the next few months. It is critical to the success of the strategic plan that the presidents remain engaged and take ownership in the development of the plan that will ultimately result in moving higher education in Missouri forward.

#### **Approval of Minutes**

Chair Swan clarified a typographical error that occurred within the minutes of the September 26, 2006 open meeting.

Mr. Schreimann moved that, **with the announced correction to the September 26 open meeting minutes that the minutes of the CBHE meetings held between June 14, 2006 and September 26, 2006 be approved as printed.** Mr. Lowell Kruse seconded the motion and it passed unanimously.

#### **Proposed CBHE Bylaw Revision**

Dr. Jim Matchefts, Assistant Commissioner and General Counsel, stated that at the June 2006 board meeting, the CBHE chair instructed staff to suggest revisions to Article V, Sections 2 and 3 of the CBHE Bylaws that would clarify logistical issues associated with the timing of committee assignments made by the CBHE board chair.

The proposed amendment was discussed at the CBHE retreat on August 10, 2006 as required by Article XI of the bylaws.

Mr. Schreimann moved **that the Coordinating Board for Higher Education adopt the amendments to the CBHE Bylaws Article V, Sections 2 and 3 as printed. These amended bylaws shall immediately replace the existing bylaws and shall continue to 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 MDHE staff to copy and distribute the amended bylaws to each board member, as well as to make additional copies available to other interested parties.** Mr. Kruse seconded the motion and it passed unanimously.

### **State Student Financial Aid Committee Update**

Mr. Leroy Wade, MDHE Liaison to the State Student Financial Aid Committee began his presentation by acknowledging the dedicated work of the state student financial aid committee having committed a tremendous amount of time that has resulted in the committee reaching consensus on the proposal that is now before the CBHE for consideration.

The primary benefits of this proposal are that it is easy to understand, award eligibility is portable across all eligible institutions, and eligibility for an award is predictable. The federally calculated expected family contribution (EFC) used as the basis of the proposed program is well-known by students, families and financial aid administrators as most students must complete a Free Application for Federal Student Assistance (FAFSA). The proposal establishes a relatively simple and understandable method for aid distribution because both eligibility and award levels are calculated based directly on EFC, without the need for additional complicated calculations or adjustments. Students and their families can be reasonably confident of their eligibility, once they have completed the FAFSA, owing to the establishment of a uniform cutoff of eligibility across all educational sectors. Finally, award eligibility is portable across institutions and sectors, even though award amounts vary depending on the student's EFC and the sector attended.

Funding for the new program would be provided by combining the current appropriations available through the Charles Gallagher Grant and the Missouri College Guarantee programs, replacing these programs with a single need-based student financial aid program. An important issue identified early in the committee's work was, that while the Charles Gallagher Grant program has been a successful program, the award amount has not increased in more than 20 years. In addition, the dual programs create tension across educational sectors. If a single program could be created that has the broad support of all sectors, the program is more likely to be successful. Funds from the two existing need-based programs, approximately \$25 million, would be combined with the recommended funding increase of an additional \$25 million to produce a projected funding total of \$50 million. Although the proposed program would be flexible enough to reflect changing fiscal realities, it will become difficult to achieve accessibility goals if a sustained investment is not made.

One of the primary pieces of the proposal includes an adjustment for Pell eligibility. Maximum award amounts are intended to reflect a relatively constant proportion of the average tuition in each eligible sector of education. These maximum awards are then reduced at lower need levels by a percent of the student's EFC and at the higher need levels by a percent of the federal Pell grant received by the student. This "tapered"

approach allows the program to provide aid to students with the highest levels of need (in order to increase those students' access to the state's higher education system) while providing aid to students of moderate income levels (in order to maintain a desirable level of choice across institutions and educational sectors).

Dr. Ken Dobbins, President, Southeast Missouri State University asked the board to consider requesting that an emergency clause be included as part of legislation filed in order to allow MDHE and institutions to distribute any new money allocated for the program in FY 2008 to students in the fall 2007. Consideration should also be given to preparing for an accelerated implementation phase of the new program to allow for timely distribution of funds to students in fall 2007. Dr. Dobbins suggested that the institutions would be willing to support the MDHE with resources and staff necessary to ensure a smooth transition phase.

Mr. Wade reiterated the need for an effective transition to the new program, with adequate communication to students and families and financial aid administrators. Changes made to the administration and delivery of a new, need-based financial aid program will require significant programming changes at MDHE.

Dr. Elson Floyd, President, University of Missouri offered assistance with respect to technical requirements necessary to address programming challenges faced by the MDHE.

Dr. Matchefts noted that MDHE's IT staff, which is now under the direction of the Office of Administration (OA), and will need to be brought into the discussion. Some decisions about IT resource allocation will need to be discussed with OA prior to undertaking such a project.

Dr. Robert Stein, Acting Deputy Commissioner, expressed appreciation for the offers of assistance and the support demonstrated by the presidents and chancellors relating to this issue. He expressed the department's commitment to fully exploring options available that would ensure a smooth transition and implementation of any changes to the current structure of the state need-based student financial assistance programs.

Dr. Don Doucette, President, Missouri Community College Association (MCCA) Presidents/Chancellors Council expressed support on behalf of the community college presidents for the committee's proposal and commended the work of the committee. Additionally, the community colleges would also support any reconsideration of the proposed provision relating to a student's Pell eligibility.

The proposal to establish a new single state-funded need-based student financial assistance program to replace the two existing primary need-based financial aid programs (Charles Gallagher Student Financial Assistance Program and the Missouri College Guarantee Program) is a bold and challenging step. It is not, however, a new idea as other studies of Missouri's financial aid system have recommended such a consolidation.

Mr. Wade also reviewed the committee's proposed changes to the operation of existing financial assistance programs. Amendments to the related administrative rules are necessary for the proposed changes to become official. The committee is recommending amending the definition of a part-time student in the Marguerite Ross Barnett Memorial Scholarship Program to specifically define a half-time and three-quarter time student.

The second proposed change would require a 2.5 grade point average to be eligible as a renewal student for all state student financial assistance programs.

The recommended changes to the administrative requirements for several existing programs address a critical need, intended to make progress in streamlining and simplifying the financial aid process. While one of the changes impacts a program that would be replaced by the proposed new need based program, proceeding with the change now will ensure a level of consistency in those programs, regardless of the enactment of the legislation establishing the new program.

Mr. Wade read the following recommended action, **“It is recommended that the board adopt the attached proposed framework for the establishment of a single need-based student financial aid program and that the leadership of the Coordinating Board and the Missouri Department of Higher Education work with educational leaders, government policy makers, and the CBHE State Student Financial Aid Committee to coordinate 2007 legislation with the understanding that additional revisions may be necessary to address unresolved issues associated with adjustments for Pell recipients.**

**It is also recommended that the board approve the attached amendments to its administrative rules and direct the Commissioner of Higher Education to initiate the rule revision process through the Office of the Secretary of State as soon as possible.”**

During discussion of the recommended action, Ms. Jeanne Patterson **moved to strike “Commissioner of Higher Education” from the motion and insert, “Acting Deputy Commissioner of Higher Education” in its place.** Mr. Schreimann seconded the motion to amend the action and it passed unanimously.

Also during discussion of the recommended action, Mr. Schreimann moved for the following amendment to be added to the recommended action, **“It is further recommended that, following due investigation, related 2007 legislation, if appropriate, contain an emergency clause.”** Mr. Upchurch seconded the motion to amend the action and it passed unanimously.

The board unanimously approved the adoption of the amended recommended action.

### **Department of Higher Education FY 2008 Budget Overview**

Ms. Donna Imhoff, Assistant Commissioner for Fiscal Affairs and Operations, provided an overview of the FY 2008 budget priorities for both the Department of Higher Education (DHE) and the state student financial assistance programs.

The DHE has experienced decreases of approximately 64 percent in general revenue funding since FY 2001. The department has also experienced FTE losses from 34.95 FTE in FY 2001 to 12.57 FTE in FY 2007. Therefore, in FY 2008 the department is requesting five additional staff to more adequately meet its statutory obligations and policy mandates, as those obligations and duties continue to increase despite the reduction in resources.

The DHE is also requesting additional funds of \$37,500 for contract services that would support special projects for the department in a cost-effective manner.

The final priority contained in the department's FY 2008 request is to reduce the department's reliance on loan (federal) funds to pay FTE salaries. MDHE is requesting approximately \$233,759 annually in general revenue funds for this purpose. In total, the department is requesting an additional \$526,024 in new general revenue funding.

The department will also ask for additional funding for need-based financial aid. Currently, two of the state-administered scholarships for need-based aid, the Missouri College Guarantee program and the Charles Gallagher Student Assistance program serves a limited number of eligible applicants. Because of the large number of unfunded students in both of these programs, an additional \$9 million is being requested for the Missouri College Guarantee program and \$18 million is being sought for the Charles Gallagher Student Assistance program.

A request is also being made for an increase to merit-based aid. The Academic Scholarship program (Bright Flight), will need an additional \$372,000 in FY 2007 and 2008 in order to maintain full funding of the program to help meet the increase in eligible students.

### **Recommendations for Adjustments to Public Institutions Operating Appropriations**

Ms. Imhoff acknowledged the discussions that have taken place in recent days regarding an alternate funding approach in FY 2008 for the public institutions of higher education. Based on unified support among presidents and chancellors of the state's public institutions, the board will consider moving forward with a new funding distribution model that has recently emerged and which is significantly lower in the aggregate than the original budget recommendation included in previously distributed board materials.

Chair Swan expressed the board's appreciation for the collaborative efforts among and the unanimity that has resulted with respect to this funding mechanism. Chair Swan offered presidents, chancellors, and the CBHE an opportunity to comment on the board's revised recommendation as they have not had an opportunity to see the revision prior to the meeting.

Dr. Barbara Dixon, President, Council on Public Higher Education (COPHE) expressed support on behalf of the public four-year presidents and chancellors for the recommended action.

Dr. Doucette, President, MCCA Presidents/Chancellors Council expressed appreciation for the efforts of the CBHE and MDHE and is pleased to join in supporting the effort to work together to speak with a collective voice to benefit the state system of higher education. The community colleges will meet to discuss the FY 2008 funding request in order to resolve outstanding concerns expressed by the community college sector. Pending the outcome of the meeting, the CBHE may need to meet to adjust the FY 2008 budget recommendation.

Dr. Don Claycomb, President, Linn State Technical College expressed support for the recommendation.

Mr. Schreimann noted that performance funding remains a priority of the board and a focus of conversations with the governor's office. He emphasized that the design and implementation of a performance-based funding mechanism that results in greater accountability and transparency of higher education institutions will continue to be a focus and priority of the board during upcoming budget cycles.

Mr. Upchurch stated that tuition restraint continues to be part an integral piece of this conversation as well. He acknowledged that an effective tuition restraint policy must be dealt with at the institution level or at the legislative level; however, CBHE members remain committed to maintaining and improving higher education affordability and access. Agreement on the funding model is a first step. Mr. Upchurch encouraged everyone to continue to work together in this same spirit to address the tuition restraint piece.

Mr. Lowell Kruse moved that the **that the Coordinating Board for Higher Education acknowledge the extensive cooperative work of public college and university presidents and chancellors with legislative leaders in formulating an agreed upon distribution model for the FY 2008 budget recommendation for public colleges and universities.**

**Mr. Kruse further moved that the CBHE approve a FY 2008 appropriation request for additional funding totaling \$109,724,612<sup>1</sup>. It is important to note that there remains an unresolved issue raised by community colleges concerning the total amount of their portion of this funding model. Community colleges have agreed to work with legislative leaders to resolve this issue and will present an addendum for CBHE consideration.**

**This approval is predicated upon the presidents and chancellors working with MDHE and CBHE to design, develop, and implement funding guidelines for both short- and long-term needs for higher education. CBHE strongly encourages the presidents and chancellors to consider the following factors when designing a new set of funding guidelines including, but not limited to, performance funding, FTE sensitivity, periodic equity adjustments, maintenance and repair needs, institutional missions, relationship between state support and tuition policies, capital needs and other related factors.**

**Additionally, the presidents and chancellors should work with the leadership of the MDHE in the coming months to propose a performance funding model that includes measurable performance funding indicators for each institution associated with institutional missions. Indicators linked to METS should be given strong consideration. A status report should be provided to the CBHE by its February 2007 meeting.**

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<sup>1</sup> The community colleges subsequently met to resolve the issue referenced in the recommended action. Thus, on October 19, 2006 the CBHE met and voted to approve an adjustment to the FY 2008 budget request of community colleges by \$1,029,676 to bring the total FY 2008 higher education budget request to \$110,729,288.

**Finally, members of the CBHE and leadership of the MDHE should work with the governor's office and with members of the General Assembly to reach an agreement on both a short- and long-term approach for meeting higher education's needs.** Ms. Patterson seconded the motion and it passed unanimously.

#### **Recommendations for Public Four-year Institutions Operating Appropriations**

Ms. Imhoff noted that the public four-year institutions operating appropriations request of \$829,318,166 has been revised to reflect the adjusted funding recommendation approved by the board in the previous item.

Mr. Upchurch moved that **the Board approve the FY 2008 four-year institutions appropriation request including University of Missouri Related Programs, as presented, for submission to the Governor and General Assembly.** Mr. Schreimann seconded the motion and it passed unanimously.

#### **Recommendations for Linn State Technical College Operating Appropriations**

Ms. Imhoff noted that the recommendation of \$5,510,528 for FY 2008 has been adjusted to reflect the funding recommendation approved by the board in Tab E.

Mr. Schreimann moved that **the Board approve the FY 2008 Linn State Technical College appropriation request, as presented, for submission to the Governor and General Assembly.** Mr. Kruse seconded the motion and it passed unanimously.

#### **Recommendations for Public Community Colleges Operating Appropriations**

Ms. Imhoff noted that the recommendation of \$152,111,759 for FY 2008 has been adjusted to reflect the funding recommendation approved by the board in Tab E. This request also addresses the appropriations line item roll up that the department and the community colleges have requested take place in the house bill over the last several years, so that the appropriations item appears as a single line item—one for general revenue funding and one for lottery proceeds.

Mr. Cole moved that **the Board approve the FY 2008 community college appropriation request, as presented, for submission to the Governor and the General Assembly.** Mr. Schreimann seconded the motion and it passed unanimously.

#### **Recommendations for MDHE Operating Appropriations**

Ms. Imhoff highlighted key points relating to the FY 2008 MDHE request for operating appropriations. Specifically, the request includes an increase of five additional FTE in Coordination; the appropriation request also includes proprietary school administration and grant and scholarship administration within the department. The administration request including the increase is \$1,314,728.

Ms. Imhoff also noted that the federal GEAR UP grant administration request includes an increase in program distribution as additional scholarships awarded will be increased because the student cohort moving through the program will graduate from high school in spring 2007 and being attending college in fall 2007. The request is \$1,397,572.

Ms. Imhoff summarized the administration request for the MDHE student loan program. The student loan revolving fund portion of the guarantee agency operating fund needs to increase as there will not be enough spending authority in FY 2007 to be able to purchase defaulted loans and pay accrued interest. A supplemental request will take place in FY 2007 for \$40 million and a new decision item for FY 2008 will be for \$40 million will put the total request at \$125 million.

Mr. Upchurch moved that **the Board approve the CBHE FY 2008 internal appropriation request, as presented, for submission to the Governor and General Assembly.** Mr. Kruse seconded the motion and it passed unanimously.

### **Recommendations for State Student Financial Assistance Programs**

Ms. Imhoff noted the revision to the recommended action for the FY 2008 funding request for the state student financial assistance programs. The recommended action was revised to reflect additional proposals that could evolve in the coming weeks that could potentially address funding needs for the state's need-based student financial programs.

Mr. Kruse moved that **the Board approve the CBHE FY 2008 Student Financial Assistance appropriation request, as presented, for submission to the Governor and General Assembly.**

**Additionally, the CBHE recognizes that additional funding proposals may evolve for increased need-based aid to more fully address the affordability and access needs of the state.** Mr. Schreimann seconded the motion and it passed unanimously.

### **Recommendations for Public Four-Year Institutions' and Linn State Technical College's Capital Improvements**

Chair Swan took an opportunity to publicly remind the members of the board that community colleges submitted a FY 2008 request for capital improvement funding. Further, it is her belief that the issues surrounding community college capital are complex and thus require further attention. To that end, the leadership of the board and the MDHE are committed to working with community college presidents during the coming months in the development of a clear board policy on community college capital.

Chair Swan asked Ms. Becky Brennecke, legislative liaison, to proceed with the presentation regarding the FY 2008 recommendations for the public four-year institutions' and Linn State Technical College's capital improvements request.

Ms. Brennecke stated that there are 14 capital project recommendations for the four-year institutions and Linn State Technical College included in the attachment behind Tab K. This listing was assembled based on the requests of each institution and prioritized utilizing the board policy guidelines, which include consideration for mission and construction type with a priority for renovation over new construction and other elements.

The FY 2008 total recommendation is \$400,617,748. Many of these projects have been on the list since FY 2001, when funding was appropriated, but withheld, and as a result are now in dire need of funding.

Most of the projects have a local match portion. In total, institutions have pledged over \$144 million dollars for these projects. When applicable, the OA guideline requiring a 20 percent local match for new construction projects or the portion of a project that adds new square footage was implemented in this recommendation.

Ms. Brennecke noted the portion of the agenda item that speaks directly to the Lewis and Clark Initiative capital list. On September 25, 2006, the CBHE issued a statement recognizing the importance of the Lewis and Clark Discovery Initiative. While there are many similarities among the two lists, it is recognized that the Lewis and Clark Discovery Initiative List was developed from an economic development viewpoint, and therefore accounts for some of the differences. Although differences do exist, it is important to recognize that both have the common goal of providing benefits to Missouri's higher education system.

**Mr. David Cole moved that the Board approve the FY 2008 capital improvement recommendations for the public four-year institutions and Linn State Technical College for submission to the Governor and General Assembly. Mr. Schreimann seconded the motion.** The motion passed with Mr. Anthony Thompson abstaining from the vote.

Dr. Doucette acknowledged the statement Chair Swan made and expressed his hope that during the coming months there will be a process developed by the CBHE and MDHE in an effort to recognize capital requests for community colleges. The community colleges look forward to the opportunity to share with the CBHE the compelling reasons for submitting capital requests on behalf of the community colleges.

### **Consent Calendar**

Items 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. Chair Swan asked if there were any questions or comments with regard to the items contained on the consent calendar; there were none.

### **Report of the Commissioner**

Acting Deputy Commissioner Stein noted the official name change of Central Missouri State University to the University of Central Missouri. The Board of Governors approved the name change on September 20, 2006.

Acting Deputy Commissioner Stein announced that the trustees of institutions with schools of education, along with trustees of community colleges will be receiving an invitation for an upcoming conference, "Teacher Quality: How Trustees Can Help." This mid-states conference will be on November 14, 2006 in Kansas City. He asked presidents and chancellors to encourage their trustees to consider attending this conference, which is being co-sponsored by the MDHE.

### **Adjournment**

There being no further business to come before the board, Mr. Kruse **moved for adjournment**, Mr. Schreimann seconded the motion and it passed unanimously. The Coordinating Board for Higher Education meeting adjourned at 12:35 p.m.

Respectfully submitted,  
Brenda Miner  
Executive Assistant to the Commissioner

**Roster of Guests**  
**Coordinating Board for Higher Education**  
**October 12, 2006**

**Name****Affiliation**

Jessica Ash-Schulte  
 Constance Bowman  
 Becky Brennecke  
 Carla Chance  
 Jeanie C. Crain

Department of Higher Education  
 Harris-Stowe State University  
 Department of Higher Education  
 St. Louis Community College  
 Missouri Western State University

Cliff Davis  
 Kenneth Dean  
 Bill Gamble  
 John Ganio  
 Charles Gooden

Ozarks Technical Community College  
 University of Missouri-Columbia  
 ICUM  
 St. Louis Community College  
 Harris-Stowe State University

Debra Hollingsworth  
 Donna Imhoff  
 Paul Kincaid  
 Steve Knorr  
 Jeff Lashley

METS Alliance  
 Department of Higher Education  
 Missouri State University  
 University of Missouri  
 Mineral Area College

Stephen Lehmkuhle  
 Brian Long  
 Mary Beth Luna  
 Jim Matchefts  
 Michael McManis

University of Missouri  
 Council on Public Higher Education  
 Office of the Governor  
 Department of Higher Education  
 Truman State University

Brenda Miner  
 Greg Myles  
 Marty Oetting  
 Ann Pearce  
 Dave Rector

Department of Higher Education  
 Department of Higher Education  
 University of Missouri  
 Central Missouri State University  
 Truman State University

Greg Sandbothe  
 Vicki Schwinke  
 William Shoehigh  
 Dwyane Smith  
 Robert Stein

Department of Higher Education  
 Linn State Technical College  
 University of Phoenix  
 Harris-Stowe State University  
 Department of Higher Education

Beth Tankersley-Bankhead  
 Leroy Wade  
 Paul Wagner  
 Beth Wheeler  
 Rose Windmiller

University of Missouri  
 Department of Higher Education  
 Missouri Senate  
 Missouri Western State University  
 Washington University

Paula Wolken  
 Phil Wright

Department of Higher Education  
 University of Central Missouri



*Mathematics,  
Engineering,  
Technology & Science  
(METS) Alliance*



**2006 Report  
to Governor Matt Blunt**

**A Call to Action for Missouri**



## Table of Contents

<b>Transmittal Letter</b>	<b>Tab 1</b>
<b>Alliance Members</b>	<b>Tab 2</b>
<b>Executive Summary</b>	<b>Tab 3</b>
<b>Missouri METS Alliance Report</b>	<b>Tab 4</b>
<b>Missouri METS Alliance Presenters</b>	<b>Tab 5</b>
<b>Missouri METS Alliance Meetings</b>	<b>Tab 6</b>
<b>Mathematics and Science Curricula Information</b>	<b>Tab 7</b>
<b>Senate Bill No. 580</b>	<b>Tab 8</b>
<b>eMINTS Summary</b>	<b>Tab 9</b>
<b>METS Communications Plan METS Fact Sheet</b>	<b>Tab 10</b>
<b>METS Timeline</b>	<b>Tab 11</b>



Debra Hollingsworth  
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August 31, 2006

The Honorable Matt Blunt  
Office of the Governor  
State of Missouri  
State Capitol  
Room 216  
Jefferson City, MO 65101

Dear Governor Blunt:

The Missouri Math Engineering Technology and Science (METS) Alliance is pleased to submit our plan to implement the strategies/recommendations identified at our April 25<sup>th</sup> Summit. We believe we are providing you with recommendations that will move these issues forward and keep Missouri focused on METS.

On behalf of every member of the Alliance, we would like to express our sincere gratitude to you for your leadership, vision and commitment to improving METS in Missouri. We hope Missouri will become the leader in METS, not only in the United States but the world.

Thank you for the opportunity to address this critical issue and initiate change. We look forward to meeting with you and formally presenting our ideas on September 12<sup>th</sup>.

Sincerely,

A handwritten signature in black ink that reads "Debra".

Debra Hollingsworth  
Chair  
Missouri METS Alliance

DH/mw

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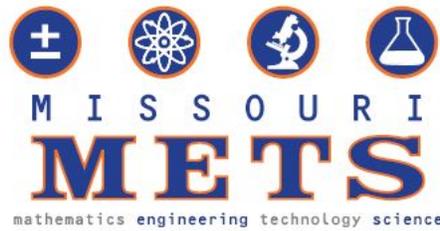
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## EXECUTIVE SUMMARY

The importance of mathematics, engineering, technology and science (METS) to the future well-being of Missouri and the nation was firmly established at Governor Blunt's METS Summit held on April 25, 2006. Post Summit activities include the formation of a METS Alliance and the development of a preschool through graduate level (P-20) action plan organized around five major goals:

- Improve the performance of all P-20 students;
- Expand the pool of students motivated to pursue METS careers;
- Expand the pool of Missouri's P-20 METS educators;
- Establish a technology plan to support METS curricula, Missouri Grade Level Expectations (GLEs) and assessments in Missouri;
- Increase public awareness of the value of METS knowledge on the lives of all Missourians and highlight the importance of METS-related industries and jobs in enhancing Missouri's global competitiveness and innovation.

The METS Alliance created a strategic plan outlining how Missouri could begin to address the needs identified at the Summit. The first step the Alliance took was to recommend establishing a METS Coalition to focus on this crucial statewide priority and increase the likelihood of Missouri's long-term success in executing its METS action plan. The METS Coalition will be comprised of key business, education, and government leaders who will regularly promote, monitor and evaluate the success of Missouri's P-20 METS initiatives. Through broad-based collaboration, the METS Coalition will seek to increase the collective impact of the independent efforts of many individuals and groups.

The METS Alliance addressed each strategic challenge and offered the following recommendations as well as related action plans.

### **STRATEGY 1: Improve the performance of all P-20 students.**

Recommendation 1: Improve METS curricula and assessments. Revise Missouri's K-12 GLEs and assessments for mathematics and science to support focused, inquiry-based instruction modeled on internationally recognized best practices. Ensure that collegiate-level METS curricula follow the same focused, inquiry-based instruction.

Recommendation 2: Increase rigor in collegiate-level courses. Enhance rigor of collegiate-level science and mathematics coursework by expanding Advanced Placement (AP) courses, International Baccalaureate (IB) programs, dual enrollment and dual degree programs offered to secondary students and provide incentives for students completing more rigorous coursework.

**STRATEGY 2: Expand the pool of students motivated to pursue METS careers.**

Recommendation 1: Improve career education and counseling. Make students aware of METS career opportunities and ensure they have the academic preparation in METS and non-METS curriculum as well as career counseling at all levels of the education system to successfully pursue METS careers.

Recommendation 2: Expose students to “real-world” METS applications. Provide students with exposure to and experience in “real-world” METS applications through partnerships with METS businesses, museums, internships, zoos, labs and other opportunities to learn about METS careers and the prerequisites for pursuing a METS career.

Recommendation 3: Celebrate and reward students who reach certain levels of achievement in METS studies and activities. Provide incentives to motivate students, parents and schools to pursue METS-related higher education programs.

**STRATEGY 3: Expand the pool of Missouri’s quality P-20 METS educators.**

Recommendation 1: Improve quality and supply of P-20 METS educators. Provide innovative approaches for addressing a mathematics and science trained P-12 teaching shortage, while also developing creative programs with the METS Community Network that will excite current METS teaching professionals.

Recommendation 2: Provide incentives to recruit and retain high-quality P-20 METS educators. Creative incentive programs are needed to encourage high-quality preschool through graduate educators to teach METS courses.

**STRATEGY 4: Establish a technology plan to support METS curricula, GLEs and assessments in Missouri.**

Recommendation 1: Secure Instructional Technology Facilitators (ITFs) to work with METS educators. Schools need a central point of contact to assist in finding resources needed to bring technology to the classroom and ensure that it is used as an effective tool for teaching.

Recommendation 2: Develop a standard suite of technology and curriculum resources for METS. Students need to have a high level of technology expertise and skills to compete in a global economy. Technology in the classroom improves student learning; therefore, securing these tools is essential.

Recommendation 3: Develop focused professional development to provide all P-20 METS educators with an improved base of teaching methods integrated with age-appropriate content knowledge to engage and motivate students as recommended in the METS strategies. Strong professional development programs with proven results should be used to ensure teachers have technology expertise to maximize teaching effectiveness.

Recommendation 4: Develop and maintain a web based METS portal. Missouri educators need a central web site to find METS resources and best practices.

**STRATEGY 5: Increase public awareness of the value of METS knowledge on the lives of all Missourians, and highlight the importance of METS-related industries and jobs to enhance Missouri's global competitiveness and innovation.**

Recommendation 1: Create and implement a public awareness campaign. The METS Coalition will identify and communicate the importance of METS to key stakeholders and develop a long-term strategy to sustain that message.

## Conclusion

The METS Alliance members will help prepare the METS Coalition to move these strategies and recommendations forward. By grounding the work of the Coalition in the METS disciplines, Missouri will be responding to the needs of a worldwide competitive workplace and will be directing its scarce resources toward the development and implementation of sound education policies and programs that will meet those needs and result in sustainable change.

The METS Alliance hopes this plan will bring the collaboration of business, industry, education, government and economic leaders to address the issues of preparing students for careers in METS fields. We believe Missouri must think strategically about this issue. We must expend our resources wisely in a coordinated strategy for improving METS education. We believe the elements of this plan are well-designed and will work together to yield real results for Missouri and its citizens.



## Missouri Mathematics, Engineering, Technology and Science Alliance

### [Report to Governor Matt Blunt](#)

*“A very real crisis for educators, employers and ultimately all America is the lack of knowledge and motivation in the areas of math and science. This challenge will continue to impede our ability to compete in the global marketplace.”*

Governor Matt Blunt

One word that sums up what will be important in the 21<sup>st</sup> Century is innovation. The development of new technologies, products, and services spur progress in virtually every aspect of life. Innovation holds the key to meeting many of the urgent challenges facing both the nation and the State of Missouri (e.g., skyrocketing health care costs, a looming energy crisis, an aging transportation infrastructure, and a possible flu pandemic).

Forging an accelerated pace of innovation, using technology wisely, and responding effectively to challenges will require not only a deep pool of technical talent but also good policy and an engaged citizenry. A secure future for the state of Missouri and the nation depends heavily on an effective preschool through graduate level (P-20) education system, especially in the areas of mathematics, engineering, technology and science (METS).

To ensure that Missouri succeeds in equipping its citizens with the METS-based knowledge and skills that will be needed to prosper in a global economy, Governor Matt Blunt called 180 business, education and government leaders from around the state to a Missouri Mathematics and Science Summit on April 25, 2006.

This Summit was the first step in the Governor’s plan to make Missouri a leader in mathematics and science known for our knowledge, expertise and a workforce well equipped to compete in the global marketplace. As a result of the Summit, five strategic

challenges have been identified that are central to improving METS education in Missouri:

1. Improve the performance of preschool through graduate (P-20) students;
2. Expand the pool of students motivated to pursue METS careers;
3. Expand the pool of Missouri's P-12 METS educators;
4. Establish a technology plan to support METS curricula, Grade Level Expectations (GLEs) and assessments in Missouri;
5. Increase public awareness of the value of METS knowledge on the lives of all Missourians and highlight the importance of METS related industries and jobs to enhance Missouri's competitiveness and innovation.

Governor Blunt provided momentum by establishing and charging a METS Alliance to develop an action plan that would address these strategic challenges and report back to him by August 31, 2006. The Alliance had an ambitious charge and timetable for delivering a plan to make Missouri a global leader in METS.

The METS Alliance membership includes leaders from K-12 and post-secondary education, as well as from business and other civic organizations. The METS Alliance reviewed the results of the Summit, followed the instructions from Governor Blunt and then developed recommendations to move Missouri into the forefront of all states addressing these issues.

Early in the Alliance's deliberations it became clear that ensuring a quality technological infrastructure is critical to the success of learning environments. The METS Alliance decided to add an additional strategy to specifically address this challenge. Therefore, a technology strategy with its own action plan is included in this report.

The METS Alliance also determined that a prerequisite to ensure sustainability of Missouri's METS initiatives would be the formation of a formal coalition to ensure a focus on METS education as a statewide priority. The Missouri METS Coalition (The METS Coalition) will be comprised of key business, education, and government leaders and will promote, monitor and evaluate the success of Missouri's P-20 METS initiatives. The main objective of the METS Coalition will be to facilitate broad-based collaboration with government, business, education, philanthropy and non-profit institutions to address the many facets of this complex issue. The METS Coalition will be focused on a statewide agenda with an emphasis on systemic reform of the entire P-20 education system. This Coalition will leverage existing and new resources that can be applied to advancing Missouri's METS agenda and its long-term objectives. The METS Coalition will keep in the forefront of its work the most important stakeholders who are Missouri's students and families.

The METS Coalition is envisioned to be a not-for-profit organization and will secure Missouri's membership in the National Association of State Science and Mathematics Coalitions (NASSMC). The Missouri Chamber of Commerce and Industry (Missouri

Chamber) in Jefferson City, Missouri has agreed to provide initial space to house this organization.

In addition to the establishment of the METS Coalition, this report also outlines direct ways to address the strategic challenges raised at the Summit and subsequent meetings and offers recommendations and related action plans.

## STRATEGY 1

### Improve the performance of all P-20 (Pre-K, K-12, HE) students.

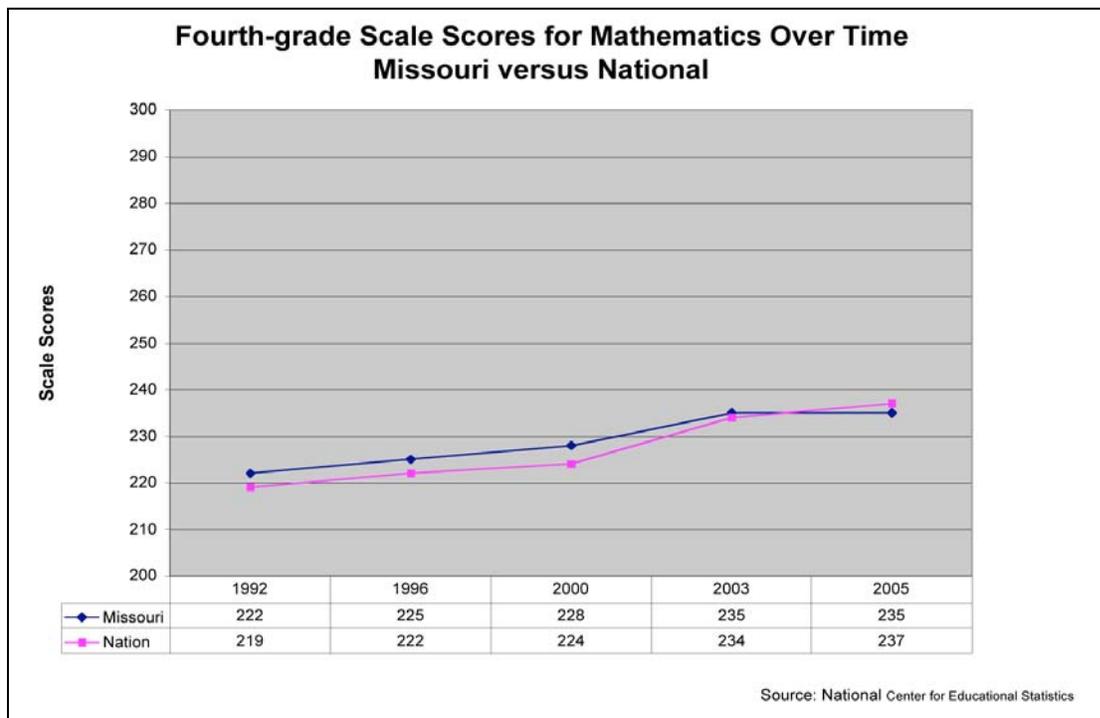
Missouri data mirrors United States statistics which indicate that students, specifically in middle school and high school, are under-performing in METS areas compared to their peers in a variety of developed countries. Missouri's colleges and universities are not graduating sufficient numbers of students with METS degrees.

At the same time, in reviewing the reasons for student under-performance in Missouri, the METS Alliance determined that the Missouri mathematics and science curriculum, GLEs and assessments have not met the internationally benchmarked levels of quality and did not allow for the level of inquiry-based learning that is necessary to provide students with a knowledge base that allows them to compete on a global basis. College-level entry requirements in METS are not articulated so that curriculum can be aligned across the higher education system.

*"We have let the status quo persist for too long and have allowed an entire generation of young people to graduate from high school many of them unprepared through their education to be successful members of the workforce they enter let alone the workforce of the future."*

Governor Matt Blunt

### Missouri 4th Graders have made gains in math since the early 1990s, but rank in the bottom third nationally



### **Recommendation 1: Improve METS curricula and assessments.**

Revise Missouri's K-12 GLEs and assessments for mathematics and science to support focused, inquiry-based instruction modeled on internationally recognized best practices. Ensure that collegiate-level METS curricula follows the same focused, inquiry-based instruction.

Ensure that the curricula, assessments and data systems of K-12 and higher education are articulated and well-aligned.

#### **Action Plan:**

- The METS Coalition will secure the services of experts to identify rigorous, internationally recognized, research-based K-12 METS curricula (see tab 7). These experts will work with the P-20 Council, (RSMo. §160.730, see tab 8). The goal of this work will be the identification of high-quality curricula options that align with and enhance GLEs and assessments. The target date for completion of identification of curricula is October 2007 with initial implementation in schools September 2008.
- The METS Coalition will secure the services of experts to work with The Missouri Department of Higher Education (MDHE) and institutions of higher education (IHEs) to develop state-level policy guidelines for entry-level, collegiate METS curricula and related assessments for access to collegiate-level course work. The target date for completion of guidelines is October 2007 while initial implementation in colleges and universities is September 2008.
- The Department of Elementary and Secondary Education (DESE) and MDHE will appoint a task force comprised of P-20 educators, community members, parents, school boards and school administrators to create strategies for P-20 students to take high-level mathematics and science courses. The task force will work in cooperation with state-level education associations to accomplish this on an on-going basis.
- The P-20 Council will oversee the development and implementation of integrated P-20 data systems. This will be in cooperation with the P-20 Education Data and Research Center Task Force and will follow its timelines.
- The METS Coalition will establish a METS Community Network, comprised of chambers of commerce, stakeholders, business, local colleges and universities to work with schools in identifying resources needed to implement applicable programs that support the revised curricula and activities by December 2007.

***Recommendation 2: Increase rigor in collegiate-level courses.***

Enhance rigor of collegiate-level science and mathematics coursework by expanding Advanced Placement (AP) courses, International Baccalaureate (IB) programs, dual enrollment and dual-degree programs offered to secondary students and provide incentives for students completing more rigorous coursework.

**Action Plan:**

- DESE and MDHE will ensure that AP courses, IB programs, dual enrollment and dual-degree programs are available throughout Missouri on-site or through virtual offerings by June 2007.
- The METS Coalition will provide ideas to the METS Community Network for incentives to increase enrollment in AP courses and IB programs by June 2007.

## STRATEGY 2

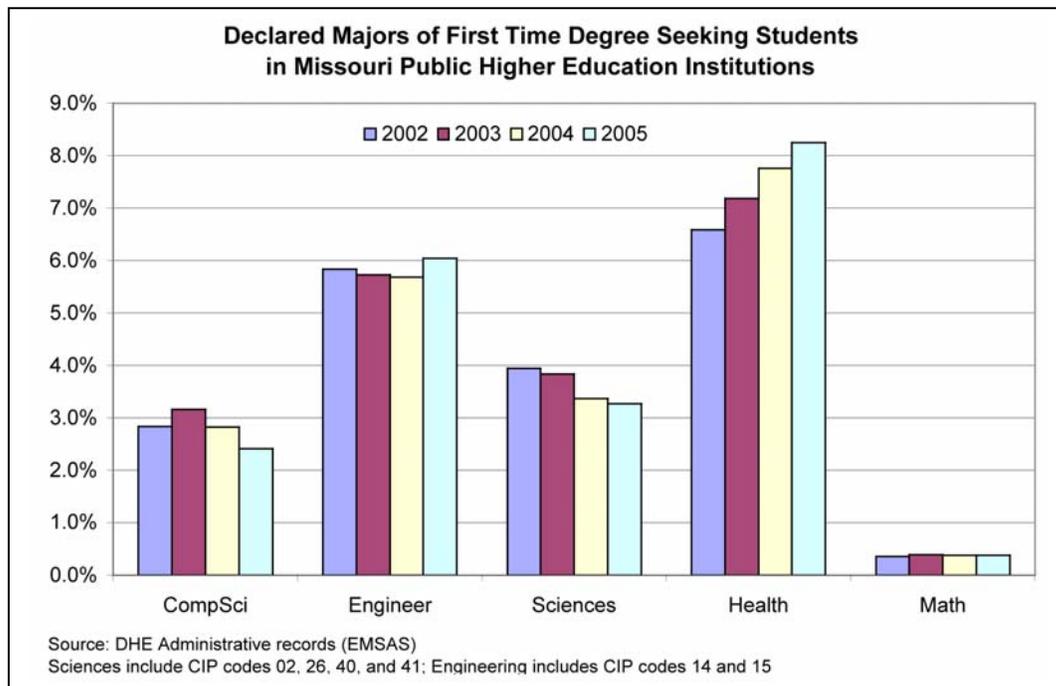
### Expand the pool of students motivated to pursue METS careers.

As Missouri continues to move toward leveraging its biotechnology, plant and animal sciences assets to create new business enterprises and to support, strengthen and advance its well-established advanced manufacturing base, there will be increasing demand for a technically-competent METS workforce. Expanding the pool of students motivated to pursue METS careers is critical to provide the necessary, highly trained workforce.

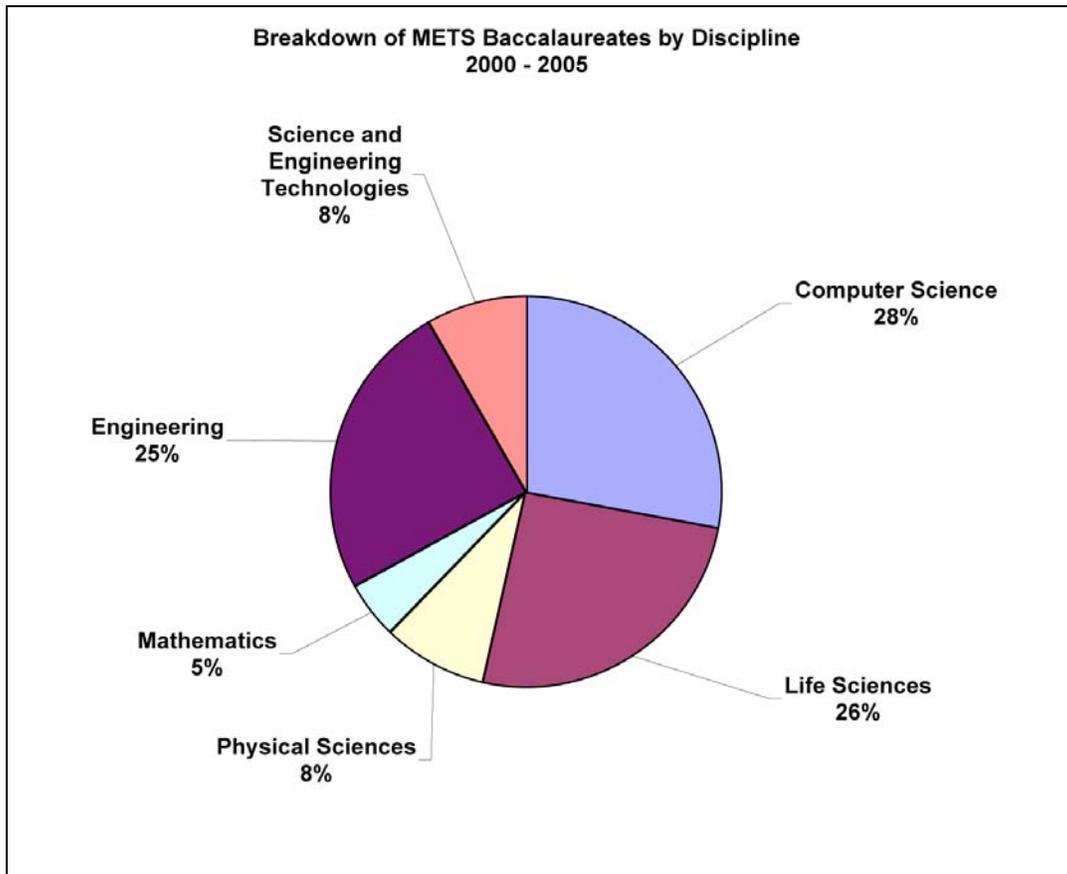
*“It is really a very serious situation and we are committed to helping develop that engineer or scientist of the future, not just for The Boeing Company, but for the entire State of Missouri.”*

Jim Young, Vice President of Engineering  
The Boeing Company, St. Louis

### The proportion of first time college students indicating they will major in a METS field is only around 20% and much less if health fields are not included.



**Missouri has produced about 4,600 baccalaureate degrees annually in METS since 2000**



**Recommendation 1: Improve career education and counseling.**

Make students aware of METS career opportunities and ensure they have the academic preparation in METS and non-METS curriculum as well as career counseling at all levels of the education system to successfully pursue METS careers.

**Action Plan:**

- The P-20 Council, DESE and MDHE will review existing career pathways, implement strategies to develop and expand new courses of study that lead to METS career pathways beginning in middle school, continuing to high school and beyond by December 2008.
- The METS Coalition will coordinate with the METS Community Network (see strategy 1, recommendation 1, action plan) to support METS career exploration opportunities for students, teachers and counselors at K-12 and at Missouri colleges and universities by December 2007.

### **Recommendation 2: Expose students to “real-world” METS applications.**

Provide students with exposure to and experience in “real-world” METS applications through partnerships with METS businesses, museums, internships, zoos, labs and other opportunities to learn about METS careers and the prerequisites for pursuing a METS career.

#### **Action Plan:**

- The METS Coalition and METS Community Network will develop a web based portal (see strategy 4, recommendation 4) that provides an evaluated list of METS programs to support the revised GLEs and assessments by December 2007.
- The METS Coalition and METS Community Network, in partnership with private foundations and individual philanthropists, will provide funding to low and middle-income students to participate in summer workshops and afterschool activities designed to expose and generate interest in METS.

### **Recommendation 3: Celebrate and reward students who reach certain levels of achievement in METS-related studies and activities.**

Provide incentives to motivate students, parents and schools to pursue METS-related higher education programs.

#### **Action Plan:**

- The METS Coalition will coordinate with the Missouri Chamber, Coordinating Board of Higher Education (CBHE), DESE, and METS Community Network to develop and support programs recognizing METS achievements by students in the P-20 system by October 2007.
- The METS Coalition will support the efforts of public agencies, financial institutions and private foundations as they work to increase the number of low-interest loans and grants to students who pursue undergraduate and graduate degrees in METS fields by August 2007.
- IHEs will work with MOHELA to implement loan forgiveness programs for students who pursue pre-engineering programs at colleges and universities.
- Review existing Missouri scholarship programs and enhance or create new programs to produce an incentive for students to pursue METS degrees. This analysis should result in the establishment of The METS Scholars program by August 2007.
- The State of Missouri will create an initial incentive fund to reward the state’s public higher education institutions that increase the number of students

graduating with METS-related degrees by at least five percent, starting with the graduating class of 2010.

- MDHE and universities will work with the P-20 Council to develop a plan for creating METS endowed chairs to be used by Missouri's public universities to attract outstanding scholars in the METS fields with a focus on strengthening and increasing the universities' abilities to attract and graduate candidates for masters and doctorates in METS fields by August 2007.
- MDHE will work with universities and community colleges to develop a plan for creating opportunities at Missouri's community colleges to establish a METS visiting faculty program for university faculty who will focus on initiating, strengthening and increasing undergraduate METS-related research opportunities for community college students by August 2007.

### STRATEGY 3

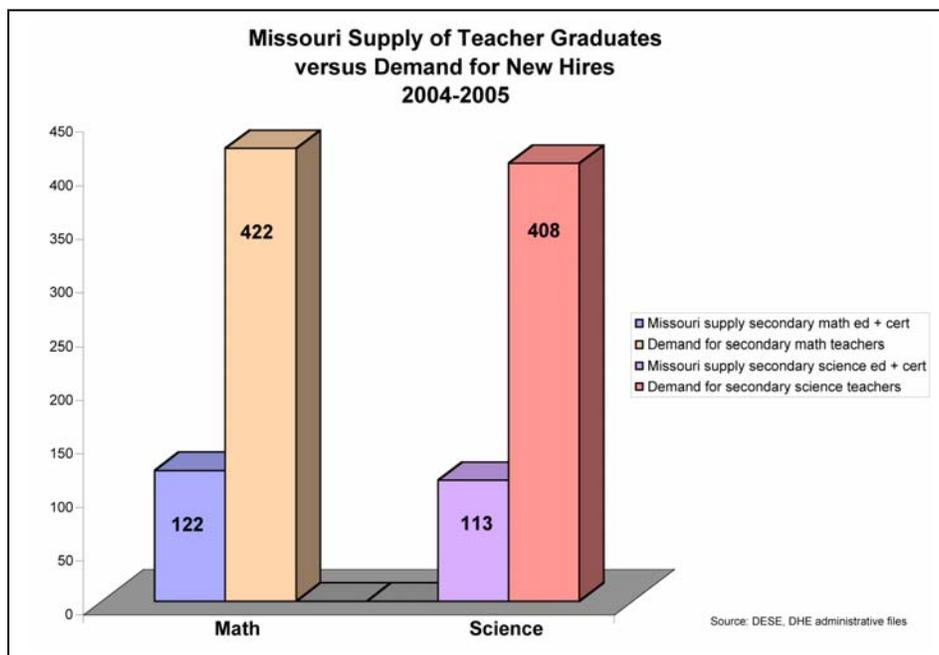
#### Expand the pool of Missouri's quality P-20 METS educators.

Missouri faces a shortage of METS educators. Addressing this challenge will require a cooperative effort among the state, higher education, school districts and businesses resulting in strategies to ensure that new and practicing educators are equipped to meet the needs for a high-quality METS work force.

*"Missouri educators are fully aware, sometimes painfully aware, of the obstacles and challenges we face in preparing our youth for a successful future. We are more than willing and ready to form beneficial partnerships, simplify and align a coherent curriculum, and increase our skills to utilize current resources in order to move forward in our primary purpose – providing the best for the future of our students."*

Russell Grammer, Teacher  
Cape Girardeau Public Schools

#### Pre-service METS teacher production does not meet supply



#### Recommendation 1: Improve quality and supply of P-20 METS educators.

Provide innovative approaches for addressing a mathematics and science trained P-12 teaching shortage, while also developing creative programs with the METS Community Network that will excite current METS teaching professionals.

### Action Plan:

- DESE and MDHE will develop a plan that attracts and retains quality mathematics and science teachers in every P-12 Missouri classroom to be implemented by September 2009. The plan should include recommended changes to existing pre-service requirements, options for alternative certification, an adjunct teacher corps, continuing education requirements and other related issues.
- DESE and MDHE will evaluate data from P-20 METS programs to identify and disseminate “pockets of excellence and best practices” throughout Missouri. Information from the evaluation will be used by the Missouri METS Coalition, DESE, and MDHE to develop focused strategies for the Regional Professional Development Centers (RPDCs) and other professional development providers to deliver research-based intensive, sustained professional development programs that include in-classroom support for P-20 METS educators. A progress report is due by June 2007 with completion of the plan expected by June 2008.
- The METS Coalition will devise a plan to form mutually beneficial partnerships between educators and businesses to provide genuine field experiences in educational and work environments.
- The METS Coalition will support expanding programs such as **UTEACH** and **Teach for America** in high-need areas of the State by September 2007.

### Recommendation 2: *Provide incentives to recruit and retain high-quality P-20 METS educators.*

Creative incentive programs are needed to encourage high-quality pre-school through graduate educators to teach METS courses.

### Action Plan:

- The METS Coalition will develop model financial incentives (e.g., loan forgiveness, awards, Continuing Education Units (CEUs) bonuses, sabbaticals, summer pay) for practicing METS educators who upgrade their skills and knowledge in METS areas as well as those in hard-to-staff P-20 schools and make recommendations to the P-20 Council by December 2007.
- The METS Coalition will develop a Missouri METS P-20 Educator of the Year Awards program for implementation during the 2008-2009 school year.

## STRATEGY 4

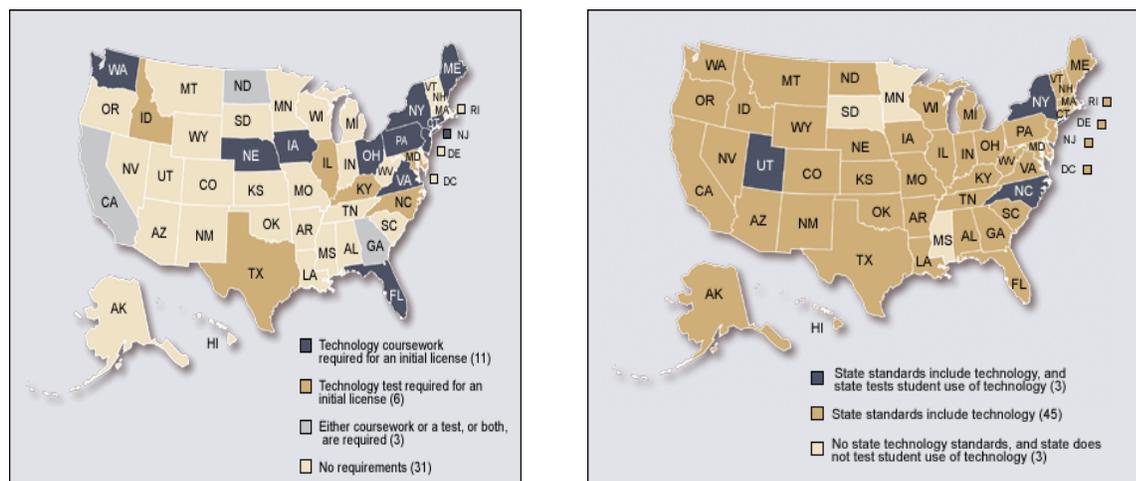
### Establish a technology plan to support METS curricula, GLEs and assessments in Missouri.

*“Technology enables other countries to speed-up the rate of change. They have made major commitments to advancing technology. They have made major commitments to fostering economic growth, entrepreneurship and innovation. It’s time for us to wake-up. It’s time to challenge our citizenry and our students who are going to have to compete in a totally new economy.”*

Greg Steinhoff, Director  
Missouri Department of Economic Development

**A majority of states have standards for what students and teachers should know about technology. But just three states assess students’ knowledge of technology, and only 20 require teachers to demonstrate technology proficiency before receiving an initial license, either by completing coursework or passing a test. (EdWeek *Technology Counts*, 2005). Missouri does not require teachers to meet any type of technology standards. Missouri curriculum standards for students include technology skills but student technology skills are not assessed.**

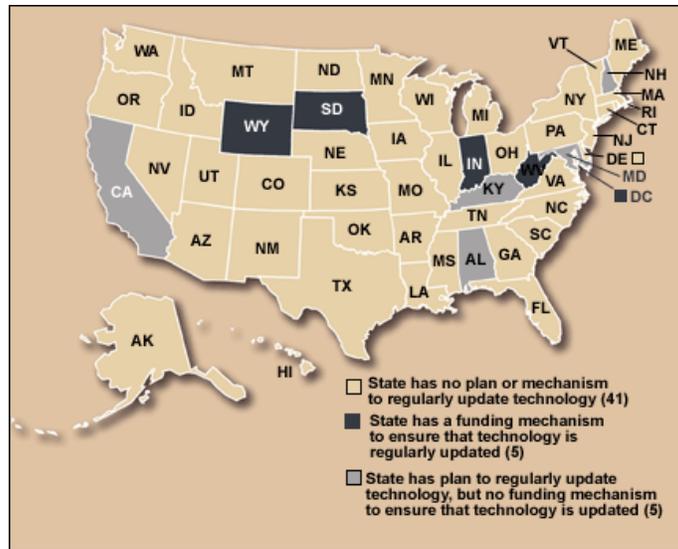
### Technology coursework and state standards across the United States



*Technology Coursework Required – Teachers*

*State technology standards - Students*

**Technology must be regularly updated or replaced within schools in order to remain an effective tool for learning. Missouri is among the large majority of states that has no plan or funding mechanism to regularly update technology in schools. (EdWeek *Technology Counts*, 2005).**



**Recommendation 1: *Secure Instructional Technology Facilitators (ITFs) to work with METS educators.***

Schools need a central point of contact to assist in finding resources needed to bring technology to the classroom and ensure that it is used as an effective tool for teaching.

**Action Plan:**

- The P-20 Council will develop a plan to ensure that every school, school district and institution of higher education (IHE) will have a teacher trained as an ITF for every 50 METS educators by 2010.
- ITFs will communicate, facilitate and coordinate maximum utilization of technology in P-20 teaching and learning environments to ensure the successful participation of educators and students in METS initiatives.

**Recommendation 2: *Develop a standard suite of technology and curriculum resources for METS.***

Students need to have a high level of technology expertise and skills to compete in a global economy. Technology in the classroom also improves student learning; therefore, securing these tools is essential.

**Action Plan:**

- The METS Coalition, DESE, MDHE, individual school districts and IHEs will ensure that all P-20 METS educators and students have the appropriate educational technology and curriculum resources starting in 2010 and that technology is upgraded on a planned basis.

**Recommendation 3: *Develop focused professional development to provide all P-20 METS educators with an improved base of teaching methods integrated with age-appropriate content knowledge to engage and motivate students, as recommended in the METS strategies.***

Strong professional development programs with proven results should be used to ensure teachers have technology expertise to maximize teaching effectiveness.

**Action Plan:**

- The METS Coalition, DESE, and MDHE will adopt the **eMINTS** (see tab 9) instructional model (inquiry-based teaching powered by technology). The eMINTS instructional model and other effective programs will be incorporated as a foundation for professional development by 2010.

**Recommendation 4: *Develop and maintain a web based METS portal.***

Missouri educators need a central web site to find METS resources and best practices.

**Action Plan:**

- The METS Coalition, MDHE, and DESE will secure funding for the necessary technology and personnel to create and maintain the METS portal by September 2007.
  - The METS portal will provide all Missouri educators and students with current accurate curriculum and assessment materials and a cache of high-quality online instructional resources.

## STRATEGY 5

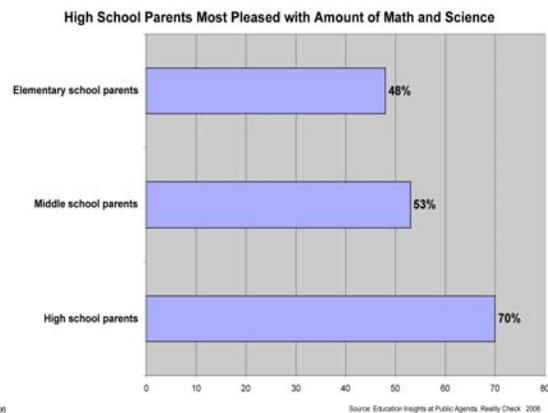
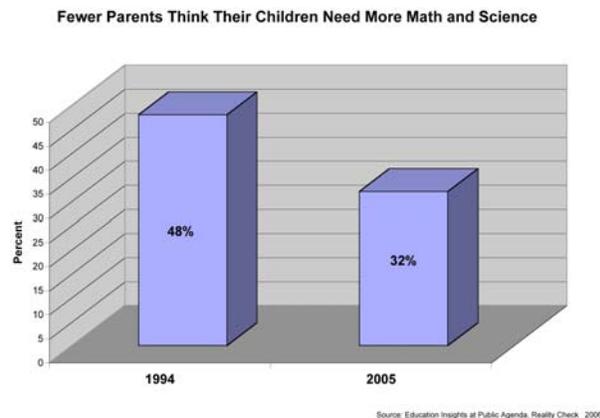
Increase public awareness of the value of METS knowledge on the lives of all Missourians and highlight the importance of METS-related industries and jobs to enhance Missouri's global competitiveness and innovation.

The education of Missouri citizenry in the areas of METS is important on many different levels. First, METS-based industry and businesses improve lifestyles through careers and job opportunities that provide higher incomes. Second, METS education ensures that Missourians have the knowledge and skills necessary to compete in the new global economy. Finally, METS-related industries stimulate the creation of new knowledge; allowing Missourians to be leaders in innovation, especially in the areas of plant, animal and life sciences, advanced manufacturing and information technologies. Therefore, it is important that Missouri's citizens, parents, educators, and businesses are engaged and advocate for changes that will improve METS educational opportunities for all students and our workforce.

*“Competing with mediocrity won't get Missouri very far. Missouri could become a state in which all students are held to high achievement standards, are provided with the resources and instruction they need to learn and meet ambitious goals for their achievement. Few would argue against this goal, but what would it look like in Missouri?”*

Deborah Patterson, President  
Monsanto Fund

*There is a lack of parental pressure to raise the K-12 bar in math and science*



**Recommendation 1: Create and implement a public awareness campaign. (see tab 9)**

The METS Coalition will identify and communicate the importance of METS to key stakeholders and develop a long-term strategy to sustain that message.

**Action Plan:**

- The METS Coalition will develop a comprehensive communications plan, with strategies that define success and demonstrate the necessity for change across the state by December 2006.
- The METS Coalition will engage a public relations firm to create a campaign to highlight Missouri's future in METS industries, encourage students to take rigorous courses and enter fields focused on METS.

## Conclusion

As globalization becomes an increasingly prominent feature of our time, it is critical that Missouri addresses mathematics, engineering, technology and science education. The METS Alliance believes this strategic plan will begin the process of improving the way we deliver mathematics and science to our students in Missouri. Mathematics skills alone matter in half of all occupations and science skills are important in a quarter of all occupations. (Source: MERIC)

This report outlines the steps necessary to implement new ideas to position Missouri as a leader in our global economy. We believe this is possible by establishing the collaborative partnerships identified in this report. As Governor Blunt said, “We are facing a challenge in education and it is only through a collaborative effort among all integral partners that will achieve the results our children deserve.” The METS Alliance will partner with Governor Blunt, business, education, government and communities to move these issues forward.

There is a sense of urgency behind this initiative because our economic future depends on the quality of education in Missouri. Indeed, the economic well-being of individuals and communities in which they live are enhanced when its citizens have a critical level of education in METS disciplines. Our increasingly complex and sophisticated technology-based economy demands that citizens and consumers be technologically and scientifically savvy.

The METS Alliance believes Missouri’s education and economic systems hold great promise. We believe this strategic plan is the starting point to improve METS education in Missouri. We welcome the opportunity to partner with Missourians to move this state forward and secure our economic future.

## **METS Alliance Meeting Presenters**

*The Alliance extends its appreciation to the following presenters for sharing their knowledge and expertise with members during the creation of this report.*

### **June 29, 2006**

**Monica Beglau, eMINTS National Center**

### **July 19, 2006**

**Monica Beglau, eMINTS National Center**

**Charles Toulmin, National Governor's Association**

**Ryan McClure, Fleishman Hillard**

### **July 27, 2006**

**David Lineberry, Missouri School Board Association**

### **August 18, 2006**

**Dr. Susan Everson, St. Louis University**

**Janna Gordanier, Ozark Rural Systemic Initiative**

**Darl Davis, Director of Region 4 – Northeast RPDC**

## Missouri METS Alliance Meetings

**Wednesday, June 14**

**Missouri Chamber of Commerce and Industry  
428 East Capitol Avenue  
Jefferson City, MO**

**Monday, June 29**

**Missouri Chamber of Commerce and Industry  
428 East Capitol Avenue  
Jefferson City, MO**

**Thursday, July 19**

**Missouri Chamber of Commerce and Industry  
428 East Capitol Avenue  
Jefferson City, MO**

**Thursday, July 27**

**Missouri Chamber of Commerce and Industry  
428 East Capitol Avenue  
Jefferson City, MO**

**Thursday, August 18**

**Missouri Chamber of Commerce and Industry  
428 East Capitol Avenue  
Jefferson City, MO**

**Thursday, August 24**

**Missouri Chamber of Commerce and Industry  
428 East Capitol Avenue  
Jefferson City, MO**

## Research-Based Mathematics and Science Curricula

The National Science Foundation (NSF) is an independent federal agency created by Congress in 1950 “to promote the progress of science; to advance the national health, prosperity, and welfare; to secure the national defense...” With an annual budget of about \$5.5 billion, NSF is the funding source for approximately 20 percent of all federally supported basic research conducted by America’s colleges and universities. In many fields such as mathematics, computer science and the social sciences, NSF is the major source of federal backing.

NSF has spent many years and funded many projects that have provided significant research on the best curricula and materials for teaching mathematics and science. The organization has also funded both Mathematics and Science Education Implementation and Dissemination Centers. The University of Missouri-Columbia hosts the Show-Me Center, an internationally recognized resource in mathematics education <http://www.showmecenter.missouri.edu> .

The Education Implementation and Dissemination Centers work in partnership with academic institutions, corporations, educational organizations and school districts to meet the following goals:

- Enhance student learning in science and mathematics
- Base implementation and dissemination activities on research and the use of “best practices”
- Leverage resources to sustain the implementation of inquiry-based science and mathematics curriculum programs with all students in local school districts.

A listing of the K-12 “Research-Based Science and Mathematics Core Curriculum Programs” recommended by NSF is available from any of the Implementation and Dissemination Centers along with the guidance needed to help schools and districts make appropriate curriculum choices from among the recommended programs.

SECOND REGULAR SESSION  
[TRULY AGREED TO AND FINALLY PASSED]  
SENATE COMMITTEE SUBSTITUTE FOR

# SENATE BILL NO. 580

93RD GENERAL ASSEMBLY  
2006

3126S.02T

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## AN ACT

To amend chapter 160, RSMo, by adding thereto one new section relating to the creation of a more effective education system.

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*Be it enacted by the General Assembly of the State of Missouri, as follows:*

Section A. Chapter 160, RSMo, is amended by adding thereto one new  
2 section, to be known as section 160.730, to read as follows:

**160.730. 1. Not less than twice each calendar year, the  
2 commissioner of higher education, the chair of the coordinating board  
3 for higher education, the commissioner of education, the president of  
4 the state board of education, and the director of the department of  
5 economic development shall meet and discuss ways in which their  
6 respective departments may collaborate to achieve the policy goals as  
7 outlined in this section.**

8 **2. In order to create a more efficient and effective education  
9 system that more adequately prepares students for the challenges of  
10 entering the workforce, the persons and agencies outlined in subsection  
11 1 of this section shall be responsible for accomplishing the following  
12 goals:**

13 **(1) Studying the potential for a state-coordinated  
14 economic/educational policy that addresses all levels of education;**

15 **(2) Determining where obstacles make state support of programs  
16 that cross institutional or jurisdictional boundaries difficult and  
17 suggesting remedies;**

18 **(3) Creating programs that:**

19 **(a) Intervene at known critical transition points, such as middle  
20 school to high school and the freshman year of college to help assure  
21 student success at the next level;**

22           **(b) Foster higher education faculty spending time in elementary**  
23 **and secondary classrooms and private workplaces, and elementary and**  
24 **secondary faculty spending time in general education-level higher**  
25 **education courses and private workplaces, with particular emphasis on**  
26 **secondary school faculty working with general education higher**  
27 **education faculty;**

28           **(c) Allow education stakeholders to collaborate with members of**  
29 **business and industry to foster policy alignment, professional**  
30 **interaction, and information systems across sectors;**

31           **(d) Regularly provide feedback to schools, colleges, and**  
32 **employers concerning the number of students requiring postsecondary**  
33 **remediation, whether in educational institutions or the workplace;**

34           **(4) Exploring ways to better align academic content, particularly**  
35 **between secondary school and first-year courses at public colleges and**  
36 **universities, which may include alignment between:**

37           **(a) Elementary and secondary assessments and public college**  
38 **and university admission and placement standards; and**

39           **(b) Articulation agreements of programs across sectors and**  
40 **educational levels;**

41           **3. No later than the first Wednesday after the first Monday of**  
42 **January each year, the persons outlined in subsection 1 of this section**  
43 **shall report jointly to the general assembly and to the governor the**  
44 **actions taken by their agencies and their recommendations for policy**  
45 **initiatives and legislative alterations to achieve the policy goals as**  
46 **outlined in this section.**

Copy ✓

**eMINTS (enhancing Missouri's Instructional Networked Teaching Strategies)** is truly a Missouri success story. eMINTS started as a small pilot project funded by a grant in 13 St. Louis area classrooms in 1997. The Missouri Department of Elementary and Secondary Education (DESE), the University of Missouri (UM), and the Missouri Department of Higher Education (MDHE) have partnered in the development and implementation of eMINTS since its beginning. Student test scores in pilot classrooms were much higher than in other classrooms in pilot districts. DESE, UM and MDHE took steps to expand eMINTS to other schools state-wide using a combination of state and local resources. eMINTS now serves over 20,000 Missouri students in over 500 Missouri schools (grades 3 – 12); however, with recent state and federal funding cuts, *fewer than 1 in 15 schools that want eMINTS classrooms can obtain them*. Schools are literally standing in line hoping to find funds to implement eMINTS classrooms.

### **eMINTS Produces Results**

Evaluation of eMINTS over the past six years has consistently shown very positive results in student performance on state tests (language arts, mathematics, science and social studies) and in changes to teaching practices. Comparisons of test scores for students enrolled in eMINTS classrooms with students not enrolled in eMINTS classrooms have produced statistically significant differences each year. Observations of eMINTS teachers show greater use of inquiry-based teaching methods supported by technology when compared to teachers who have not participated in eMINTS professional development. Teachers and principals in eMINTS schools report higher levels of student motivation and better school attendance for eMINTS students.

### **Components and Costs of eMINTS**

The following components set eMINTS apart from other educational programs:

1. Intensive, sustained professional development with in-classroom coaching to teach teachers how to use inquiry-based strategies and technology resources specific to their district's curriculum.
2. A standard suite of technology resources to support teaching and learning:
  - a. SMART Board and projector, teacher laptop, student computers (1 for every 2 students), digital camera, and printer.
  - b. Microsoft Office, concept-mapping software, multi-media editing software
3. Continuous evaluation to ensure that program goals are being met

The average cost for all components in the implementation of an eMINTS classroom is \$25,000. Schools have funded eMINTS classrooms through many sources including state and federal grants, private foundation support, donations from local businesses, bond issues, reprioritization of local resources, and parent-teacher group fund-raising efforts.

### **eMINTS in Other States**

In 2004, other states began learning about eMINTS and started replicating the program in their schools. The eMINTS National Center was created to support out-of-state replications and to ensure program integrity. eMINTS is being implemented in Utah, Maine, Illinois, Ohio, Arkansas, and Nevada. Student test results from Utah show that students in Utah eMINTS classrooms also achieve at higher levels on state tests (language arts, science and mathematics) when compared with students who are not in eMINTS classrooms.

*The eMINTS National Center is based at the University of Missouri (UM) and is a collaborative program developed by UM, the Missouri Department of Elementary and Secondary Education and the Missouri Department of Higher Education. Contact the Center at 573-884-7202 or at [emints-info@emints.org](mailto:emints-info@emints.org).*

# Missouri Alliance on Mathematics Engineering Technology and Science

## 2006 Communications Plan

### Objectives

- Support METS Alliance report with effective communications to inform audiences.
- Communicate Governor Blunt's commitment to making Missouri a leader in METS.
- Develop ongoing articles that highlight successes in METS.
- Identify outstanding business, legislative, and community leaders who work in METS-related areas and feature them in articles.
- Develop network of these local leaders that are willing to be available to the media for comment on METS.
- Inform school boards of the importance of METS using local leaders, Summit attendees and Alliance members.

### Audience

- Legislators
- Local elected officials
- Business leaders in Missouri
- Chancellors of colleges, universities
- Deans, professors, teachers
- State Board of Education
- Coordinating Board for Higher Education
- Department of Elementary and Secondary Education
- Education Associations
- Parents
- Teachers
- Employees
- Students
- General Public

### Challenges

Communication needs to convey messages that will eventually make METS important to key business, students, educators, community and elected leaders. Information also needs to be tailored to reflect regional sensitivities and issues.

## Strategies

- Communicate why METS is important to Missouri's economy, competitiveness and quality of life.
- Identify and communicate successful METS programs, individuals, and businesses in stories across Missouri.
- Identify individuals who attended the METS Summit that can help bring local importance to this issue.
- Illustrate how skills in METS improve the economic future for the person, business, city and state.
- Explain where Missouri is at this time and what our goal is going forward. Offer data points that show the crisis situation that Missouri children face in regard to math and science proficiency.
- Outline key steps we can take as a state to improve our METS status and reach our goal.
- Identify how Missourians can support these efforts and issue a call to action.
- Focus on Missouri businesses.
- Educate the public on METS being part of P-20 education and beyond.

## Key Messages

### **1. METS strengthens our economic well-being.**

#### **Improving Lifestyles (Opportunities provided by METS):**

- Earning power: In general, the earning power of individuals in professions that are heavily dependent on mathematics and science is significantly higher than in other professions.
- Economic well-being: The economic well-being of individuals and communities in which they live are enhanced when its citizens have a critical level of education in METS disciplines.
- Educated consumers: The increasingly complex/sophisticated technology-based economy demands that the citizens be equally technologically and scientifically savvy.

### **2. Missouri's Crisis Situation**

- Despite notable pockets of excellence, a vast majority of Missouri's students are not showing foundational math and science skills. For example, in 2005 only 17 percent of Missouri's 10<sup>th</sup> grade students scored at proficient or advanced in **mathematics**. Only eight percent tested at proficient or advanced in **science**.
- Due to this, the need for post-secondary remediation in math has increased significantly in recent years. In 2004, more than 30 percent of first-time freshman were enrolled in remedial math classes at Missouri public institutions.

### **3. METS improves our ability to compete globally.**

#### **Gaining and Maintaining the Global Competitive Edge:**

- “To an extraordinary degree, our nation's fate depends on maintaining our world leadership in science and technology. Our superpower status is tied to it. Productivity gains that our economy needs to improve our standard of living and competitiveness depends on it. The appeal of our colleges to the rest of the world flows largely from it.” – [Daniel Yankelovich in \*The Chronicle of Higher Education\*, November 25, 2005.](#)
- “For anyone concerned about strengthening America's long-term leadership in science and technology, the nation's schools are an obvious place to start. But brace yourself for what you'll find. The depressing reality is that when it comes to educating the next generation in these subjects, America is no longer a world contender. In fact, U.S. students have fallen far behind their competitors in much of Western Europe and in advanced Asian nations like Japan and South Korea.” – [Business Week Online, March 16, 2004.](#)

### **4. METS creates opportunity.**

- Our current advancement in technology and modernity has come, in large part, from research in basic science and mathematics the creation and discovery of new knowledge. Missouri research institutions have a huge role to play in this respect. Basic research requires a workforce prepared and skilled in science and mathematics at all levels (from technical certificates to associates degrees to bachelor's degrees to master's degrees and doctoral degrees).

#### **Tactics**

#### **Materials**

Provide local spokespersons with packets that will include:

- Talking Points
- Editorials
- Data Points
- Clips

#### **News Releases**

- Coordinate with the Governor's Office communications person to produce the following:
- Announce METS Alliance report and highlight the portions the Governor wishes to support. Send specific releases to education organizations for publication.

- Follow up with a more specific release on current Missouri METS situation and where we should be in the future.
- Begin identifying positive METS stories and placing them in key newspapers across Missouri throughout the year.
- Issue a release whenever a significant METS advancement is made in Missouri.

### Articles

- Identify key business, community, and elected leaders to write articles outlining the importance of METS.
- Utilize the Missouri Chamber's network of local chambers to have op-eds and letters to the editor sent to local papers from respected community spokespeople.
- Work with reporters to produce feature stories on outstanding students in METS.
- Highlight new/improved METS programs at colleges/universities and how these programs will improve the economic future of Missouri.

### Business, Educator, Student Recruitment Pitches

- Identify new incubators, small or new businesses attracted or retained in Missouri because of our focus on METS.
- Focus on new professors, teachers who were attracted or retained in Missouri because we accomplished a METS priority.

### Results Pitches

- Measure our METS improvement and release these results periodically.
- Identify key schools, colleges and universities that have excelled in METS and share these results.

### Speaking Opportunities

- Request Governor Blunt focus on METS Alliance messages in speeches. Tie economic development, education results and advancements to Missouri's focus on METS.
- Request key education department executives focus on METS key messages in their speeches.

- Request METS Alliance leaders mention METS key messages in their speeches.
- Encourage individuals that attended the METS Summit to host local meetings in their areas explaining the importance of METS. This would follow the initial media push to continue the movement of public awareness.
- Identify conferences/meetings where METS Alliance key messages can be presented.

### Statewide Meetings

- When the Missouri METS Alliance agenda is established, ask Governor Blunt, key education, business, and legislative leaders to conduct a “statewide tour” to announce our objectives. Possible locations include: Kansas City, Springfield, Cape Girardeau, Columbia and St. Louis. In each city, the specific educator, business and legislative leaders will be present and add to the Governor’s message.
- Time allowing, Governor Blunt could conduct 15-30 minute interviews with television stations in the four major media markets in Missouri (Kansas City, St. Louis, Springfield, Jefferson City/Columbia).

### Web Site

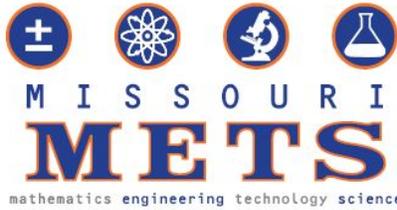
- Create or revise existing METS Web site to be a clearing house for information and statistics regarding METS. The site can be a place where supporters go to download fact sheets or presentations they can use in their communities.

### Editorial Board or Publisher Meetings

- Governor Blunt or METS leaders should meet twice a year with editorial/publishers of Missouri’s key newspapers, *Kansas City Star/Business Journal*, *St. Louis Post Dispatch/Business Journal*, *Springfield News Leader*, *Southeast Missourian*, etc. to discuss our objectives and progress on achieving them.

### Identify Media Sponsors in Key Markets

- The METS Coalition will identify a key television, radio and print outlet in each major Missouri market. Next, we need to request opportunities to place public service announcements on METS throughout the year. (They could begin a program featuring students, teachers and business leaders who are advocates for METS or have achieved outstanding results related to METS.)



## Missouri Alliance on Math, Engineering, Technology, and Science Education

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Studies indicate that American fourth grade students score high in math and science when compared to their global peers, but by twelfth grade our students score at the bottom. Missouri students mirror this statistic which leaves many of our students losing interest in these subjects and less prepared to enter the global workforce. To address this challenge, Governor Blunt started the Missouri Alliance on Math, Engineering, Technology, and Science (METS), which is dedicated to suggesting ways our state can help stress the importance of these subjects to the future success of our young people and our state's economy.

### What can METS do for Missouri?

#### **METS Strengthens our economic well-being**

- Earning Power: On average, recent METS college graduates earn 18% more than their counterparts in non-METS fields.<sup>1</sup>
- Job Force: In life sciences alone, 2,100 firms employ 183,000 Missourians.<sup>2</sup>
- Economic well-being: METS based industries accounted for three-quarters of Missouri's \$10.6 billion in products and services exported in 2005.<sup>3</sup>

#### **METS Addresses Missouri's Crisis Situation**

- A majority of Missouri's students do not possess a basic knowledge level in math and science.
  - Missouri 4<sup>th</sup> grade students' math skills rank in the bottom third nationally.<sup>4</sup>
  - Math scores of 8<sup>th</sup> grade students have declined in national assessments, ranking Missouri below 34 other states.<sup>5</sup>
  - In 2005 only 17 percent of Missouri's 10<sup>th</sup> grade students scored at proficient or advanced in math. Only eight percent tested at proficient or advanced in science.<sup>6</sup>
- As a result, the need for post-secondary remediation in math has increased significantly in recent years. In 2004, more than 30 percent of first-time college freshman were enrolled in remedial math classes at Missouri public institutions.<sup>7</sup>

#### **METS improves our ability to compete globally**

- The U.S. Talent Pool: American students earn proportionately fewer degrees in METS than students in other industrialized nations.<sup>8</sup>
- "For anyone concerned about strengthening America's long-term leadership in science and technology, the nation's schools are an obvious place to start. But brace yourself for what you'll find. The depressing reality is that when it comes to educating the next generation in these subjects, America is no longer a world contender. In fact, U.S. students have fallen far behind their competitors in much of Western Europe and in Advanced Asian nations like Japan and South Korea."
- *–BusinessWeek Online, March 16, 2004*

#### **METS creates opportunity for Missourians**

- Our current advancement in technology and modernity has come, in large part, from the creation and discovery of new knowledge. Missouri institutions have a huge role to play in this respect. The creation and discovery of new knowledge requires a workforce prepared and skilled in science and mathematics at all levels.

1 DHE Administrative records (EMSAS) and DOLIR Wage Records (Quarter 2, 2005)

2 MERIC, Missouri Life Science 2004

3 WISER and MERIC

4 National Center for Educational Statistics

5 National Center for Educational Statistics

6 DESE School Accountability Report Card, 2005

7 MERIC analysis of Missouri Dept. of Higher Education, EMAS Data

8 DHE Administrative records (EMSAS) and DOLIR Wage Records (Quarter 2, 2005)

## Missouri METS Alliance Timeline

This timeline has been prepared with a desire for action. We understand that the task owners may have several items due at the same time. We realize these dates may need to be adjusted as they move through the process.

Task #	Task Description	Task Owner	Funding Source	Due Date
<b>STRATEGIC CHALLENGE # 1: Improve the performance of all P-20 (Pre-K, K-12, HE) students.</b>				
<b>RECOMMENDATION 1: Improve METS curricula and assessments.</b>				
1	Secure the services experts to identify high-quality curricula that align with and enhance Missouri's Grade Level Expectations (GLEs) and assessments.	METS Coalition		
1a	Identification of curricula with GLE's and assessments.	METS Coalition		Oct-07
1b	Initial implementation in schools.	METS Coalition		Sep-08
2	Secure the services of experts to work with MDHE and IHES to develop state-level policy guidelines for entry-level collegiate METS curricula and related assessments for access to collegiate-level course work.	METS Coalition		
2a	Guidelines complete.	METS Coalition		Oct-07
2b	Initial implementation in colleges and universities.	METS Coalition		Sep-08
3	Appoint a Task Force to create strategies to encourage P-20 students to take high level math and science courses.	DESE, MDHE		On-going

Task #	Task Description	Task Owner	Funding Source	Due Date
4	Ensure the initial implementation of integrated P-20 data systems.	P-20 Council		P-20 Education Data and Research Center Task force timeline
5	Develop METS Network to identify resources needed for implementation of curricula.	METS Coalition		Dec-07
<b>RECOMMENDATION 2: Increase rigor in collegiate-level courses.</b>				
1	Ensure AP, IB, dual enrollment and dual degree programs are available throughout Missouri on-site or through virtual offerings.	DESE, MDHE		Jun-07
2	Recommend an incentive program to the P-20 Council that could include a mechanism for increasing enrollment in these courses.	METS Coalition		Jun-07
<b>STRATEGIC CHALLENGE # 2: Expand the pool of students motivated to pursue METS careers.</b>				
<b>RECOMMENDATION 1: Improve career education and counseling.</b>				
1	Make students aware of METS career opportunities and ensure they have the academic preparation in METS and non-METS curriculum as well as career counseling at all levels of the education system to successfully pursue METS careers.	DESE, MDHE, state colleges & universities		On-going
2	Review existing career pathways and implement strategies to develop and expand new courses of study that lead to METS career pathways.	P-20 Council, DESE, MDHE		Dec-08

Task #	Task Description	Task Owner	Funding Source	Due Date
3	Establish METS Network to support METS career exploration opportunities.	METS Coalition		Dec-07
	<b>RECOMMENDATION 2: Expose students to "real-world" METS applications.</b>			
1	METS Coalition and METS Network will develop a web-based portal (see strategy 4, recommendation 4) that provides an evaluated list of METS programs to support the revised GLEs and assessments.	METS Coalition		Dec-07
2	METS Coalition and METS Network, in partnership with private foundations and individual philanthropists, will provide funding to low and middle income students to participate in summer workshops designed to expose and generate interest in METS.	METS Coalition		On-going
	<b>RECOMMENDATION 3: Celebrate and reward students who reach certain levels or achievement in METS-related studies and activities.</b>			
1	Develop and support programs to recognizing METS achievements of P-20 students.	METS Coalition, DESE, METS Network		Oct-07
2	Work with public agencies, financial institutions, and private foundations to increase the number of low-interest loans and grants to students who pursue undergraduate and graduate degrees in METS fields.	METS Coalition		Aug-07
3	Work with MOHELA to implement loan forgiveness programs for students who pursue pre-engineering programs at colleges/universities.	IHE's		On-going
4	Develop a METS Scholars Program.	METS Coalition		Aug-07

Task #	Task Description	Task Owner	Funding Source	Due Date
5	The State of Missouri will create an initial incentive fund to reward the state's public higher education institutions that increase the number of students graduating with METS-related degree's by at least 5% starting with the graduating class of 2010.	State of Missouri		May-10
6	Develop a plan for creating METS endowed chairs to be used by Missouri's public universities to attract outstanding scholars in the METS fields.	MDHE, P-20 Council, IHE's		Aug-07
7	Develop a plan for creating opportunities at Missouri's community colleges to establish a METS visiting faculty program for university faculty who focus on METS related research opportunities.	MDHE, P-20 Council, state colleges & universities		Aug-07
<b>STRATEGIC CHALLENGE # 3:</b>				
<b>Expand the pool of Missouri's quality P-20 METS educators.</b>				
<b>RECOMMENDATION 1: Improve Quality and Supply of P-20 METS Educators.</b>				
1	Develop a plan that provides and retains quality math and science teachers in every P-12 Missouri classroom.	DESE, MDHE		Sep-09
2	Evaluate data from P-20 METS programs to identify and disseminate "pockets of excellence and best practices" throughout Missouri.	DESE, MDHE		On-going
2a	Progress Report .	METS Coalition, DESE, MDHE		Jun-07
2b	Use evaluation data to develop focused strategies for the RPDC and other providers to deliver research-based intensive, sustained professional development programs.			Jun-08

Task #	Task Description	Task Owner	Funding Source	Due Date
3	Devise a plan to form mutually beneficial partnerships between educators and businesses to provide genuine field experiences in educational and work environments	METS Coalition		On-going
4	Support expanding programs such as UTEACH and Teach for America in high-need areas of the State	METS Coalition		Sep-07
	<b><u>RECOMMENDATION 2: Provide incentives to recruit and retain high quality P-20 METS educators.</u></b>			
1	Provide recommendations to the P-20 Council on financial incentives for practicing METS educators who upgrade their skills and knowledge in METS areas.	METS Coalition		Dec-07
2	Develop a State METS P-20 Educator of the Year Awards program for implementation.			May-08
	<b>STRATEGIC CHALLENGE # 4:</b>			
	<b>Establish a technology plan to support METS curricula, GLEs and assessments in Missouri.</b>			
	<b><u>RECOMMENDATION 1: Secure Instructional Technology Facilitator (ITF) to work with METS educators.</u></b>			
1	Implement a plan to ensure that every school, school district and IHE will have an ITF for every 50 METS educators by 2010.	P-20 Council		Jan-10
2	Communicate, facilitate and coordinate maximum utilization of technology in P-20 teaching and learning environments to ensure the successful participation of educators and students in METS initiatives.	ITFs		On-going

Task #	Task Description	Task Owner	Funding Source	Due Date
	<b><u>RECOMMENDATION 2:</u> Develop a standard suite of technology and curriculum resources for METS.</b>			
1	Ensure that all P-20 METS educators and students have the appropriate educational technology and curriculum resources starting in 2010, and that technology is upgraded on a planned basis.	METS Coalition, DESE, MDHE, state colleges & universities, individual school districts		Jan-10
	<b><u>RECOMMENDATION 3:</u> Develop focused professional development to provide all P-20 METS educators with an improved base of teaching methods integrated with age-appropriate content knowledge to engage and motivate students, as recommended in the METS strategies.</b>			
1	Adopt the eMINTS instructional model.	METS Coalition, DESE, MDHE		Jan-10
	<b><u>RECOMMENDATION 4:</u> Develop and maintain a web based METS portal.</b>			
1	Secure funding for the necessary technology and personnel to create and maintain the METS portal.	METS Coalition, DESE, MDHE		Sep-07

Task #	Task Description	Task Owner	Funding Source	Due Date
<p align="center"><b>STRATEGIC CHALLENGE # 5:</b>            Increase public awareness of the value of METS knowledge on the lives of all Missourians and highlight the importance of METS-related industries and jobs to enhance Missouri's global competitiveness and innovation.</p>				
<p align="center"><b><u>RECOMMENDATION 1:</u> Create and implement a public awareness campaign.</b></p>				
1	Develop a comprehensive communications plan and strategies that define success that demonstrates the necessity for change across the state.	METS Coalition		Dec-06
2	METS Coalition will engage a PR Firm to create a public campaign to highlight Missouri's future in METS industries, encourage students to take rigorous courses and enter METS-focused fields.	METS Coalition		

**Coordinating Board for Higher Education  
Minutes of Meeting  
October 19, 2006**

The Coordinating Board for Higher Education (CBHE) met via conference call at 4:00 p.m. on Thursday, October 19, 2006.

Members present were:

Kathryn Swan, Chair  
David Cole  
Lowell C. Kruse  
Duane Schreimann  
Gregory Upchurch

Members absent were:

Martha Boswell  
Jeanne Patterson  
Anthony Thompson

Others present were:

Becky Brennecke, Legislative Liaison  
Donna Imhoff, Assistant Commissioner for Fiscal Affairs and Operations  
Jim Matchefts, Assistant Commissioner and General Counsel  
Brenda Miner, Executive Assistant to the Commissioner  
Robert Stein, Acting Deputy Commissioner

**Call to Order**

Chair Kathryn Swan called the Coordinating Board for Higher Education meeting to order and the presence of a quorum was established with a roll call vote.

**FY 2008 Budget Request-Recommendation for Public Community Colleges Operating Appropriations**

Acting Deputy Commissioner Robert Stein provide the board with a summary of events that have transpired related to the community colleges' FY 2008 budget request since the Coordinating Board meeting on October 12, 2006.

The board was made aware of a letter sent on behalf of the community colleges on October 18, 2006 by Dr. Donald Doucette, President, Missouri Community College Association Presidents/Chancellors Council. The letter, included in the minutes as an attachment, reaffirms the community colleges' support for the CBHE's FY 2008 budget request pending the board's approval of a revised appropriation of \$153,141,435.

Mr. Duane Schreimann moved that **the Board amend the FY 2008 appropriations request approved on October 12, 2006 from \$109,724,612 to \$110,729,288 for submission to the Governor and the General Assembly.** Mr. Gregory Upchurch seconded the motion and it passed unanimously with the following roll call vote:

Aye

Nay

Absent

David Cole  
Lowell C. Kruse  
Duane Schreimann  
Kathryn Swan  
Gregory Upchurch

Martha Boswell  
Jeanne Patterson  
Anthony Thompson

**Adjournment**

There being no further business to come before the board, Mr. David Cole moved for adjournment, Mr. Lowell Kruse seconded the motion and it passed unanimously. The meeting adjourned at 4:20 p.m.

Respectfully submitted,  
Brenda Miner  
Executive Assistant to the Commissioner



# MISSOURI COMMUNITY COLLEGE ASSOCIATION

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Dr. James S. Kellerman, Executive Director/CEO

October 18, 2006

Dr. Robert Stein  
Acting Deputy Commissioner  
Department of Higher Education  
3515 Amazonas Drive  
Jefferson City, MO 65109

Dear Robert:

Once again, we reaffirm the Missouri Community College Association (MCCA) Presidents/Chancellors Council unanimous support for the Coordinating Board of Higher Education Budget Recommendation for public higher education including a revised appropriation of \$153,141,435 for community colleges.

We appreciate your willingness to revise upward the budget recommendation for community colleges.

Thank you and the members of the Coordinating Board for Higher Education for your continued support of Missouri's community colleges.

Sincerely,

Donald Doucette  
President, MCCA Presidents/Chancellors Council  
Vice Chancellor, Metropolitan Community College

DD:br

cc: MCCA Presidents/Chancellors Council

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Proposed 2008 CBHE Meeting Dates and Locations  
Coordinating Board for Higher Education  
December 14, 2006

### DESCRIPTION

The established 2007 CBHE meeting dates and locations are:

<u>DATE</u>	<u>LOCATION</u>
February 7-8	Lincoln University, Jefferson City
April 11-12	Stephens College, Columbia
June 6-7	Bryan College, Springfield
August 9	CBHE Annual Retreat, Jefferson City
October 10-11	North Central Missouri College, Trenton
December 5-6	Site TBD, Jefferson City

Following are the proposed 2008 CBHE meeting dates and locations:

<u>DATE</u>	<u>LOCATION</u>
February 6-7	Site TBD, Jefferson City
April 9-10	Linn State Technical College, Linn
June 11-12	Southeast Missouri State University, Cape Girardeau
August 7	CBHE Annual Retreat, Jefferson City
October 8-9	ITT Technical Institute of Earth City, St. Louis
December 3-4	Metropolitan Community Colleges-Kansas City

### STATUTORY REFERENCE

Section 173.005.3, RSMo, Coordinating Board for Higher Education

### RECOMMENDED ACTION

**It is recommended that the Coordinating Board for Higher Education adopt the proposed 2008 meeting dates and locations.**

### ATTACHMENT(S)

None

Coordinating Board for Higher Education  
December 14, 2006

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Annual Report of the State Student Financial Aid Committee  
Coordinating Board for Higher Education  
December 14, 2006

### **DESCRIPTION**

In June 2006, the State Student Financial Aid Task Force was made a permanent advisory committee on student financial aid. The intent of this agenda item is to provide the board with the requested annual update report of the State Student Financial Aid Committee (SSFAC).

#### **Background**

The members of the SSFAC met regularly during 2006 to continue their long-standing work on designing a new approach to state funded need-based financial assistance and on the development of proposed language to implement recommended changes to existing financial aid programs that do not require legislative action.

In October 2006, proposals on both projects were presented to and approved by the Coordinating Board. Those proposals were the result of a broad consensus among committee members and institutional leaders concerning the changes that are necessary to strengthen and streamline Missouri's financial aid programs.

#### **New Single Need-Based Financial Aid Program**

The proposal for a new need-based state student financial aid program is the result of nearly eighteen months of work. Early in the process, institutional representatives recognized that a unique opportunity existed for Missouri's financial aid professionals to confront affordability challenges faced by the state's growing population of college students by proposing a new and better way to deliver financial assistance. By using an open process for dialogue and comment, and a willingness to stay the course on reaching reasonable compromises, the final proposal was presented to and approved by the Coordinating Board. Highlights of the proposed new single need-based financial aid program include the following:

- Student eligibility based on expected family contribution (EFC) as calculated using the Free Application for Federal Student Financial Aid (FAFSA)
- Maximum and minimum awards are established by sector
  - \$300 minimum and \$1,000 maximum for public two-year institutions
  - \$1,000 minimum and \$2,150 maximum for public four-year institutions
  - \$2,000 minimum and \$4,600 maximum for approved private institutions

Coordinating Board for Higher Education  
December 14, 2006

- Eligibility cutoff is established in the base program at an EFC of \$12,000 or an adjusted gross income of approximately \$74,000. This limit may be raised as additional funds are appropriated for the program.
- Maximum award amounts in the base program are reduced for Pell Grant eligible students. This provision will be phased out as additional funds are appropriated for the program.
- Cost of attendance is set as an absolute limit for all awards when combined with other non-loan financial aid.

Benefits of the new proposed program include:

- **Simplicity:** A single program serving all eligible students with an established award table
- **Standardized Formula:** Student eligibility is based on the same formula used for federal programs
- **Predictability:** Because it is based on a broadly recognized definition of need and uses uniform cutoffs for eligibility, aid administrators and students can predict eligibility and award amounts with more confidence.
- **Portability:** Although award amounts vary depending on the student's level of need and institutional sector, student who have an EFC within the eligibility range are eligible for an award at all participating institutions.

### **Ongoing Projects**

Although the framework for a new need-based student financial aid program was adopted by the board, the CBHE charged the committee to continue to refine the proposed model in order to address concerns relating to the reduction of maximum award amounts for Pell Grant eligible students. The board also directed MDHE staff and the committee to analyze the feasibility of implementing the proposed program by fall 2007 assuming that legislation authorizing this new program is passed in the upcoming session.

### **Pell Grant Reduction**

The provision to reduce the maximum award amount for students that receive a federal Pell Grant award was based on an attempt to balance the anticipated available funding for the program with the desire to serve as many students as possible in the middle and lower income categories. Considerable attention has been focused, both nationally and within Missouri, on the need to provide additional financial assistance to students in the lowest income categories. Concern and frustration was expressed, however, by many financial aid professionals regarding the absence of adequate financial aid for students whose EFC is just beyond the federal Pell Grant cutoff of \$3,850 (an adjusted gross income of approximately \$38,000). The decision to include a Pell Grant adjustment permitted the proposed program to provide additional financial access and institution choice to students in the middle income categories while also providing some assistance to students in the lowest EFC ranges.

While recognizing the committee's justification for the proposed balance between these competing demands, many expressed concern that the state should do more to assist those students identified as having the greatest need. Those submitting comments on early drafts of

the proposal also pointed out that the amount of federal financial assistance for which these students were eligible was simply insufficient to provide them with the resources necessary to ensure financial access to the higher education system.

Based on those comments and direction from the Coordinating Board, the committee worked over the last two months to arrive at a compromise on this issue while retaining the broad support the basic proposal has enjoyed. The committee reaffirmed its support for the basic concepts and structure that underlie the proposed program and was steadfast in its support for that structure at the projected funding levels (approximately \$50 million). Should additional funding beyond the \$50 million be secured, the committee achieved consensus for a revised award formula. This formula would allocate those additional funds, if appropriated, proportionally to eliminating the Pell Grant adjustment, to expanding the number of students served (by raising the EFC cutoff), and to expanding access and choice by increasing the maximum award eligibility to additional EFC ranges. Based on current projections, the elimination of the Pell adjustment using this approach would require a funding level of approximately \$75 million. Attachments to this board item include an updated narrative description of the proposed program and two tables displaying projected award amounts for the base program and for the program with the Pell adjustment eliminated.

### **Fast-Track Implementation**

The second issue, which has become known as “fast-track implementation” of the proposed program, has also received considerable attention both from committee members and the MDHE staff. Under this scenario, if the legislature passes and the Governor signs the enabling legislation for the new program, and if funds are appropriated for its operation, awards under the new program would begin for student enrollment and attendance in the fall of 2007. This is an extremely aggressive timeline for the implementation of an entirely new financial aid program, but all involved constituencies have expressed strong support for accomplishing this goal.

One of the first steps in the process of analyzing the options for fast-track implementation was to gauge the ability of institutional aid administrators to adapt to the required compressed timelines and the inevitable problems that will develop during the implementation phase. Virtually without exception, financial aid administrators expressed support for the idea and assured the department they are committed to do whatever necessary to achieve this very important goal.

MDHE staff are also working closely with Information Technology Services Division (ITSD) staff assigned to the department to identify critical issues that must be addressed as part of such a rapid implementation schedule and the types of expertise that will be needed to successfully implement the revisions to the department’s electronic financial aid system (FAMOUS) within the time allotted. This process has resulted in the development of a preliminary timeline of tasks, identification of needed expertise, and establishment of operational deadlines. In addition, the department hosted a recent meeting with selected SSFAC members, department staff, ITSD central staff, ITSD-DHE staff and University of Missouri information technology staff intended to continue to move this agenda forward. As a result, it is anticipated the feasibility analysis will be completed in the very near future. With the completion of that analysis, department staff is prepared to continue to work with institutional representatives and information technology

professionals within Missouri state government to chart a course for the successful implementation of a technology based process for award delivery for the new program in the shortest possible time.

The committee has taken on a critical role in this process by serving as a panel of experts to work with MDHE staff on the mechanics of implementation. This includes identifying issues relating to student eligibility, award delivery processes, and parameters and requirements for program implementation. As the development of this implementation schedule continues to unfold, the committee will continue to be a crucial component to the success of this initiative.

### **Conclusion**

Since the last annual report in December 2005, the SSFAC has invested a tremendous amount of time, energy, and expertise in the work of improving the state's student financial aid system. Based on the belief that this system must be changed if it is to address the demands of Missouri citizens, committee members put aside their differences to achieve a common goal. The result has been the development of a new model and a new opportunity for students in the state. Members of the State Student Financial Aid Committee are to be commended for their dedication, commitment, and leadership on behalf of Missouri's current and prospective collegiate students. It is essential that the momentum that has been established be continued in order to ensure the full implementation of this new program.

### **STATUTORY REFERENCE**

Section 173.210, RSMo, Charles Gallagher Student Financial Assistance Program

Section 173.250, RSMo, Higher Education Academic Scholarship Program

Section 173.262, RSMo, Competitiveness Scholarship Program (Marguerite Ross Barnett Program)

Section 173.810, RSMo, Missouri College Guarantee Program

### **RECOMMENDED ACTION**

**It is recommended that the Coordinating Board for Higher Education accept the annual report from its State Student Financial Assistance Committee and commend the committee members for their continuing work to improve the state's student financial aid system.**

### **ATTACHMENT(S)**

Attachment A: Consolidated Need-based Financial Aid Program Draft Proposal

Attachment B: Consolidated Need-based Financial Aid Program Award Projections (Base Program)

Attachment C: Consolidated Need-based Financial Aid Program Award Projections with Pell Grant Adjustment Eliminated

**State Student Financial Aid Committee**  
**Consolidated Need-based Financial Aid Program**

**Draft Proposal**

**Assumptions**

1. The existing state funded need-based student grant system requires restructuring to make it simpler and more predictable for students and their families if this system is to contribute to the state goals of increasing participation of Missouri citizens in postsecondary education and maintaining choice among institutional types.
2. Financial need is impacted by both the economic condition of a student's family and the cost of attending the institution of their choice.
3. As a result, it is necessary to develop a new single need-based state grant program designed to be sensitive to a student's ability to pay college costs and the type of institution the student chooses to attend. This new program could be funded by combining the appropriations currently provided for the Charles Gallagher Grant Program and the College Guarantee Program.
4. Additional funds are needed to accomplish the new single need-based state grant program's goal of providing financial assistance to students based on need, to ensure a smooth transition between the current and proposed grant programs, to provide student financial aid for additional students and to maintain the current financial aid balance between sectors. The committee assumes funds to accomplish this transition are available. For example, during the last session, the General Assembly agreed additional funds are required to address the shortcomings of the current state funded student aid programs as evidenced by the appropriation of \$10 million for a new scholarship program. Additionally, discussions have been underway between legislative and executive leadership regarding the need to increase funding for state scholarship and grant programs by as much as \$25 million.
5. The CBHE State Student Financial Aid Committee will monitor the implementation and operation of the consolidated program and propose to the Coordinating Board periodic revisions and updates to maintain the effectiveness of the program. As with any new program, fine-tuning may be needed to respond to unforeseen circumstances and student attendance patterns. Adjustments will be needed to reflect the changing nature of postsecondary education and the economic conditions of the state's residents.

**Attributes**

1. Institutions participating in the program are grouped into three primary sectors: Public two-year, public four-year, and approved private institutions (as defined in section 173.205, RSMo). While the Missouri Association of Private Career Colleges and Schools was represented on the committee, students attending private career colleges have not

## ATTACHMENT A

been eligible to participate in the Charles Gallagher Grant program or the College Guarantee program. Therefore, those students are not included in this proposal.

2. Awards are established by sector. The initial award amounts are:
  - a) \$1,000 maximum and \$300 minimum for students attending institutions classified as part of the public two-year sector,
  - b) \$2,150 maximum and \$1,000 minimum for students attending institutions classified as part of the public four-year sector, and
  - c) \$4,600 maximum and \$2,000 minimum for students attending approved private institutions.

Award amounts are intended to reflect differences in the median maintenance fees (tuition) for each sector. For each sector of public institutions, the maximum amount is approximately one-half of the median of the sector. For approved private institutions, the maximum amount is approximately one-half of the difference between the approved private institution and the public four-year sector median fees.

3. Student eligibility for an award is based on the student's federal Expected Family Contribution (EFC), as calculated using the Free Application for Federal Student Aid (FAFSA). For purposes of award calculations, EFCs are organized in \$500 increments.
4. All students with an EFC of \$12,000 or less will be eligible to receive at least the minimum award amount for the appropriate institutional sector. Except as provided in item 9 below, no awards are made for students with an EFC above \$12,000. This cutoff level is estimated to provide eligibility to families with an average annual income of up to approximately \$74,000.
5. Maximum award amounts will be reduced by 35 percent of the midpoint of the Pell Grant program award (as found in the most current Regular Payment Schedule for Determining Full-time Scheduled Awards from the United States Department of Education) for each \$500 EFC range.
6. Maximum award amounts to eligible students with an EFC above \$7,000 will be reduced by 10 percent of the maximum EFC in each \$500 range.
7. Actual award amounts made to eligible students will be reduced by the amount of the student's state A+ program tuition reimbursement.
8. If appropriated funds are insufficient to fund the program as described (whether due to reduced appropriations or higher than expected numbers of eligible students), the maximum award amount will be reduced across all sectors by the percentage of the shortfall [one minus (appropriation divided by amount required to fund program)].
9. If appropriated funds exceed the amount necessary to fund the program as described, additional funds will be allocated in the following priority order.

## ATTACHMENT A

- a) 2/3 of the additional funds will be allocated to eliminating the Pell Grant program award adjustment (attribute five); 1/6 will be allocated to increasing the maximum award cutoff beyond an EFC of \$7,000 (attribute six); and 1/6 will be allocated to extending the eligibility cutoff beyond an EFC of \$12,000 (attribute four). Actual awards to individual students shall not exceed, in combination with other financial aid received, the student's cost of attendance as prescribed by the United States Department of Education and used by institutions to determine maximum eligibility for federal aid recipients.
- b) Once the Pell Grant Program award adjustment (attribute five) is eliminated, additional appropriations will be allocated to increasing maximum award amounts. Maximum award increases will be limited to a rate not to exceed the current Consumer Price Index (CPI). If funds are appropriated in excess of that rate for an award year, the application deadline may be extended in order to award grants to sufficient additional students to expend the appropriated funds.

State Student Financial Aid Committee  
Hybrid Model Award Projections - Base Proposal

Sector		Average	\$2,071	\$5,440	\$15,165					
Tuition		Median	\$2,100	\$5,325	\$14,197					
						Awards				
EFC	Median AGI	Pell Adj.	EFC Adj.	Public 2-yr	Public 4-yr	Independent	Payments	Students by EFC	Cumulative Students	
0-500	\$12,010	\$1,360		\$ 300	\$ 1,000	\$ 3,240	\$ 12,499,582	10,355	10,355	
501-1000	\$23,284	\$1,150		\$ 300	\$ 1,000	\$ 3,450	\$ 2,153,172	1,571	11,926	
1001-1500	\$27,566	\$980		\$ 300	\$ 1,170	\$ 3,620	\$ 2,301,902	1,493	13,419	
1501-2000	\$30,602	\$800		\$ 300	\$ 1,350	\$ 3,800	\$ 2,481,876	1,437	14,855	
2001-2500	\$32,548	\$630		\$ 370	\$ 1,520	\$ 3,970	\$ 2,432,614	1,306	16,162	
2501-3000	\$35,251	\$450		\$ 550	\$ 1,700	\$ 4,150	\$ 2,347,062	1,154	17,315	
3001-3500	\$37,283	\$280		\$ 720	\$ 1,870	\$ 4,320	\$ 2,337,188	1,050	18,366	
3501-4000	\$39,986	\$140		\$ 860	\$ 2,010	\$ 4,460	\$ 2,500,115	1,012	19,378	
4001-4500	\$42,340			\$ 1,000	\$ 2,150	\$ 4,600	\$ 2,644,322	1,033	20,411	
4501-5000	\$45,030			\$ 1,000	\$ 2,150	\$ 4,600	\$ 2,429,484	893	21,304	
5001-5500	\$46,672			\$ 1,000	\$ 2,150	\$ 4,600	\$ 2,264,768	818	22,121	
5501-6000	\$50,132			\$ 1,000	\$ 2,150	\$ 4,600	\$ 2,159,826	766	22,887	
6001-6500	\$52,278			\$ 1,000	\$ 2,150	\$ 4,600	\$ 1,970,000	735	23,621	
6501-7000	\$53,397			\$ 1,000	\$ 2,150	\$ 4,600	\$ 1,820,618	683	24,305	
7001-7500	\$56,255		\$750	\$ 300	\$ 1,400	\$ 3,850	\$ 1,270,640	650	24,955	
7501-8000	\$58,250		\$800	\$ 300	\$ 1,350	\$ 3,800	\$ 1,176,898	622	25,576	
8001-8500	\$60,736		\$850	\$ 300	\$ 1,300	\$ 3,750	\$ 1,036,236	540	26,117	
8501-9000	\$62,858		\$900	\$ 300	\$ 1,250	\$ 3,700	\$ 1,013,458	542	26,659	
9001-9500	\$64,458		\$950	\$ 300	\$ 1,200	\$ 3,650	\$ 947,440	510	27,169	
9501-10000	\$67,142		\$1,000	\$ 300	\$ 1,150	\$ 3,600	\$ 887,568	467	27,636	
10001-10500	\$69,347		\$1,050	\$ 300	\$ 1,100	\$ 3,550	\$ 869,700	506	28,142	
10501-11000	\$69,936		\$1,100	\$ 300	\$ 1,050	\$ 3,500	\$ 782,310	464	28,606	
11001-11500	\$71,432		\$1,150	\$ 300	\$ 1,000	\$ 3,450	\$ 805,252	464	29,070	
11501-12000	\$73,934		\$1,200	\$ 300	\$ 1,000	\$ 3,400	\$ 691,208	405	29,474	
12001-12500	\$75,333			\$ -	\$ -	\$ -	\$ -	-	-	
12501-13000	\$75,723			\$ -	\$ -	\$ -	\$ -	-	-	
13001-13500	\$78,042			\$ -	\$ -	\$ -	\$ -	-	-	
13501-14000	\$78,673			\$ -	\$ -	\$ -	\$ -	-	-	
14001-14500	\$79,620			\$ -	\$ -	\$ -	\$ -	-	-	
14501-15000	\$79,900			\$ -	\$ -	\$ -	\$ -	-	-	
15001-15500	\$82,534			\$ -	\$ -	\$ -	\$ -	-	-	
15501-16000	\$84,477			\$ -	\$ -	\$ -	\$ -	-	-	
16001-16500	\$85,440			\$ -	\$ -	\$ -	\$ -	-	-	
16501-17000	\$86,133			\$ -	\$ -	\$ -	\$ -	-	-	
17001-17500	\$86,427			\$ -	\$ -	\$ -	\$ -	-	-	
17501-18000	\$88,265			\$ -	\$ -	\$ -	\$ -	-	-	
18001-18500	\$89,451			\$ -	\$ -	\$ -	\$ -	-	-	
18501-19000	\$88,846			\$ -	\$ -	\$ -	\$ -	-	-	
19001-19500	\$91,529			\$ -	\$ -	\$ -	\$ -	-	-	
19501-20000	\$92,102			\$ -	\$ -	\$ -	\$ -	-	-	
20001+				\$ -	\$ -	\$ -	\$ -	-	-	
Payment Total				\$ 3,475,280	\$ 18,592,422	\$ 29,755,538	\$ 51,823,240			
Percent of Total				7%	36%	57%				
Utilization Factor				56%	56%	56%				

Note: Student totals based on 2005-2006 FAFSA data.

State Student Financial Aid Committee  
Hybrid Model Award Projections - Base Proposal

EFC	Cumulative Paid Students		
	Public 2-yr	Public 4-yr	Independ.
0-500	4,375	3,655	2,325
501-1000	4,935	4,269	2,722
1001-1500	5,446	4,842	3,130
1501-2000	5,867	5,457	3,532
2001-2500	6,245	6,025	3,892
2501-3000	6,560	6,557	4,198
3001-3500	6,819	7,076	4,471
3501-4000	7,033	7,582	4,762
4001-4500	7,254	8,119	5,038
4501-5000	7,397	8,592	5,314
5001-5500	7,520	9,023	5,578
5501-6000	7,622	9,429	5,836
6001-6500	7,754	9,811	6,057
6501-7000	7,866	10,186	6,253
7001-7500	7,977	10,528	6,450
7501-8000	8,076	10,870	6,630
8001-8500	8,144	11,178	6,794
8501-9000	8,225	11,471	6,963
9001-9500	8,298	11,745	7,127
9501-10000	8,347	12,002	7,287
10001-10500	8,412	12,294	7,436
10501-11000	8,463	12,571	7,572
11001-11500	8,506	12,840	7,724
11501-12000	8,529	13,096	7,850
12001-12500	-	-	-
12501-13000	-	-	-
13001-13500	-	-	-
13501-14000	-	-	-
14001-14500	-	-	-
14501-15000	-	-	-
15001-15500	-	-	-
15501-16000	-	-	-
16001-16500	-	-	-
16501-17000	-	-	-
17001-17500	-	-	-
17501-18000	-	-	-
18001-18500	-	-	-
18501-19000	-	-	-
19001-19500	-	-	-
19501-20000	-	-	-
20001+	-	-	-

Note: Student totals based on 2005-2006 FAFSA data.

State Student Financial Aid Committee  
Hybrid Model Award Projections w/ Pell Adjustment Eliminated

Sector		Average	\$2,071	\$5,440	\$15,165				
Tuition		Median	\$2,100	\$5,325	\$14,197				
Awards									
EFC	Median AGI	Pell Adj.	EFC Adj.	Public 2-yr	Public 4-yr	Independent	Payments	Students by EFC	Cumulative Students
0-500	\$12,010	\$0		\$ 1,000	\$ 2,150	\$ 4,600	\$ 22,927,446	10,355	10,355
501-1000	\$23,284	\$0		\$ 1,000	\$ 2,150	\$ 4,600	\$ 3,707,754	1,571	11,926
1001-1500	\$27,566	\$0		\$ 1,000	\$ 2,150	\$ 4,600	\$ 3,621,576	1,493	13,419
1501-2000	\$30,602	\$0		\$ 1,000	\$ 2,150	\$ 4,600	\$ 3,589,212	1,437	14,855
2001-2500	\$32,548	\$0		\$ 1,000	\$ 2,150	\$ 4,600	\$ 3,255,470	1,306	16,162
2501-3000	\$35,251	\$0		\$ 1,000	\$ 2,150	\$ 4,600	\$ 2,866,182	1,154	17,315
3001-3500	\$37,283	\$0		\$ 1,000	\$ 2,150	\$ 4,600	\$ 2,631,322	1,050	18,366
3501-4000	\$39,986	\$0		\$ 1,000	\$ 2,150	\$ 4,600	\$ 2,641,778	1,012	19,378
4001-4500	\$42,340			\$ 1,000	\$ 2,150	\$ 4,600	\$ 2,644,322	1,033	20,411
4501-5000	\$45,030			\$ 1,000	\$ 2,150	\$ 4,600	\$ 2,429,484	893	21,304
5001-5500	\$46,672			\$ 1,000	\$ 2,150	\$ 4,600	\$ 2,264,768	818	22,121
5501-6000	\$50,132			\$ 1,000	\$ 2,150	\$ 4,600	\$ 2,159,826	766	22,887
6001-6500	\$52,278			\$ 1,000	\$ 2,150	\$ 4,600	\$ 1,970,000	735	23,621
6501-7000	\$53,397			\$ 1,000	\$ 2,150	\$ 4,600	\$ 1,820,618	683	24,305
7001-7500	\$56,255			\$ 1,000	\$ 2,150	\$ 4,600	\$ 1,752,416	650	24,955
7501-8000	\$58,250			\$ 1,000	\$ 2,150	\$ 4,600	\$ 1,664,242	622	25,576
8001-8500	\$60,736			\$ 1,000	\$ 2,150	\$ 4,600	\$ 1,485,334	540	26,117
8501-9000	\$62,858			\$ 1,000	\$ 2,150	\$ 4,600	\$ 1,485,070	542	26,659
9001-9500	\$64,458			\$ 1,000	\$ 2,150	\$ 4,600	\$ 1,414,006	510	27,169
9501-10000	\$67,142			\$ 1,000	\$ 2,150	\$ 4,600	\$ 1,339,884	467	27,636
10001-10500	\$69,347			\$ 1,000	\$ 2,150	\$ 4,600	\$ 1,378,292	506	28,142
10501-11000	\$69,936		\$1,100	\$ 300	\$ 1,050	\$ 3,500	\$ 782,310	464	28,606
11001-11500	\$71,432		\$1,150	\$ 300	\$ 1,000	\$ 3,450	\$ 805,252	464	29,070
11501-12000	\$73,934		\$1,200	\$ 300	\$ 1,000	\$ 3,400	\$ 691,208	405	29,474
12001-12500	\$75,333		\$1,250	\$ 300	\$ 1,000	\$ 3,350	\$ 662,704	481	29,955
12501-13000	\$75,723		\$1,300	\$ 300	\$ 1,000	\$ 3,300	\$ 629,776	457	30,412
13001-13500	\$78,042		\$1,350	\$ 300	\$ 1,000	\$ 3,250	\$ 608,664	438	30,850
13501-14000	\$78,673		\$1,400	\$ 300	\$ 1,000	\$ 3,200	\$ 591,416	413	31,263
14001-14500	\$79,620		\$1,450	\$ 300	\$ 1,000	\$ 3,150	\$ 496,692	372	31,635
14501-15000	\$79,900		\$1,500	\$ 300	\$ 1,000	\$ 3,100	\$ 459,312	343	31,978
15001-15500	\$82,534		\$1,550	\$ 300	\$ 1,000	\$ 3,050	\$ 451,192	340	32,318
15501-16000	\$84,477			\$ -	\$ -	\$ -	\$ -	-	-
16001-16500	\$85,440			\$ -	\$ -	\$ -	\$ -	-	-
16501-17000	\$86,133			\$ -	\$ -	\$ -	\$ -	-	-
17001-17500	\$86,427			\$ -	\$ -	\$ -	\$ -	-	-
17501-18000	\$88,265			\$ -	\$ -	\$ -	\$ -	-	-
18001-18500	\$89,451			\$ -	\$ -	\$ -	\$ -	-	-
18501-19000	\$88,846			\$ -	\$ -	\$ -	\$ -	-	-
19001-19500	\$91,529			\$ -	\$ -	\$ -	\$ -	-	-
19501-20000	\$92,102			\$ -	\$ -	\$ -	\$ -	-	-
20001+				\$ -	\$ -	\$ -	\$ -	-	-
Total Payment				\$ 8,620,200	\$ 28,856,160	\$ 37,751,168	\$ 75,227,528		
Percent of Total				11%	38%	50%			
Utilization Factor				56%	56%	56%			

Note: Student totals based on 2005-2006 FAFSA data.

State Student Financial Aid Committee  
Hybrid Model Award Projections w/ Pell Adjustment Eliminated

EFC	Cumulative Paid Students		
	Public 2-yr	Public 4-yr	Independ.
0-500	4,375	3,655	2,325
501-1000	4,935	4,269	2,722
1001-1500	5,446	4,842	3,130
1501-2000	5,867	5,457	3,532
2001-2500	6,245	6,025	3,892
2501-3000	6,560	6,557	4,198
3001-3500	6,819	7,076	4,471
3501-4000	7,033	7,582	4,762
4001-4500	7,254	8,119	5,038
4501-5000	7,397	8,592	5,314
5001-5500	7,520	9,023	5,578
5501-6000	7,622	9,429	5,836
6001-6500	7,754	9,811	6,057
6501-7000	7,866	10,186	6,253
7001-7500	7,977	10,528	6,450
7501-8000	8,076	10,870	6,630
8001-8500	8,144	11,178	6,794
8501-9000	8,225	11,471	6,963
9001-9500	8,298	11,745	7,127
9501-10000	8,347	12,002	7,287
10001-10500	8,412	12,294	7,436
10501-11000	8,463	12,571	7,572
11001-11500	8,506	12,840	7,724
11501-12000	8,529	13,096	7,850
12001-12500	8,645	13,349	7,962
12501-13000	8,752	13,592	8,069
13001-13500	8,832	13,849	8,170
13501-14000	8,907	14,081	8,275
14001-14500	8,982	14,296	8,357
14501-15000	9,044	14,500	8,434
15001-15500	9,106	14,704	8,509
15501-16000	-	-	-
16001-16500	-	-	-
16501-17000	-	-	-
17001-17500	-	-	-
17501-18000	-	-	-
18001-18500	-	-	-
18501-19000	-	-	-
19001-19500	-	-	-
19501-20000	-	-	-
20001+	-	-	-

Note: Student totals based on 2005-2006 FAFSA data.

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Update on Transfer and Articulation  
Coordinating Board for Higher Education  
December 14, 2006

### **DESCRIPTION**

The Committee on Transfer and Articulation (COTA), a CBHE standing advisory committee, is dedicated to collaborative development of guidelines that “promote and facilitate the transfer of students between institutions of higher education within the state” (Section 173.005.2(7), RSMo). The intent of this agenda item is to provide the board with an update of COTA activities.

#### **Background**

COTA held two conference calls and one face-to-face meeting since the board update at the June 2006 CBHE meeting. A list of current COTA members is available in the attachment. The following summary highlights COTA’s progress on several statewide initiatives.

#### **Associate of Arts in Teaching (AAT) Degree**

The transfer of credit among Missouri institutions that prepare teachers has been a challenge for students who begin their formal study at a Missouri community college. Programmatic differences among four-year colleges and universities with state approved teacher education programs have made it difficult to provide a common transfer curriculum for community college students aspiring to become new teachers. In an effort to provide two-year students with a predictable pathway, COTA encouraged both the two- and four-year sectors to explore implementing a single articulation agreement for prospective teachers.

In response, all 12 community college districts have worked collaboratively in developing a 62-hour Associate of Arts in Teaching (AAT) degree with an anticipated start date of fall 2007. The curriculum of the proposed AAT is based on mid-preparation benchmarks identified by DESE for students pursuing teacher certification. The proposal posted on the MDHE website for public comment was modified by the community colleges to meet concerns raised by potential four-year partners. The modified degree has a total of 12 core credit hours, eight elective hours, and includes a 42-hour general education block of credit. While graduates with an AAT will be required to maintain the minimum GPA and achieve the minimum C-BASE scores set by the state for all newly certified teachers, students will be advised that they must also meet the GPA and C-BASE scores (which are sometimes higher than the state minimums) set by their four-year transfer institution for entrance into a teacher education program. Students will be advised to carefully select electives with the assistance of an advisor in order to meet degree requirements, prerequisites, preparation for the C-BASE, and planned level and area of teacher preparation.

Coordinating Board for Higher Education  
December 14, 2006

The community colleges are in the process of contacting all four-year institutions with state-approved teacher education programs explaining the changes to their original proposal and inviting four-year prospective partners to become official signatories to the proposed AAT. Approval of the AAT, contingent on official signatories from the four-year sector, is included in the program actions board item under Tab E of this board book.

### **2007 Transfer Conference**

COTA has taken the lead in restarting a statewide transfer conference as a public venue for interested parties. The design of the 2007 Transfer Conference is structured for implementation in three phases. Phase I involves the release of an electronic transfer data sourcebook. A one-day working conference for practitioners scheduled for January 24, 2007, in Columbia, Missouri will form the basis of Phase II. The intent of the working conference is to supplement the resource book with additional data about best practices, persistent transfer problems, and useful resources. Discussion topics that will be covered during the January 24 conference include:

- key characteristics and elements of effective transfer systems
- role of data systems in measuring and supporting effective transfer and articulation
- transfer problems and challenges
- next steps and unanswered questions in strengthening transfer and articulation
- developmental education and expectations for entry into collegiate-level work

Invitations to the conference have been sent to presidents and chancellors, institutional research personnel, the Missouri Assessment Consortium (MAC), the Missouri Developmental Education Consortium (MODEC), transfer / articulation officers, and chief academic officers.

Phase III of the 2007 commitment to transfer and articulation involves a half-day session on February 7, 2007, for CBHE members and presidents and chancellors. The data resource book and the supplemental materials developed by practitioners will be used as a foundation for discussion about new initiatives to improve Missouri's transfer/articulation system.

### **Advanced Credit Opportunity (ACO) Survey**

The current policy guidance on advanced credit is designed to share the state's minimum expectations for the eligibility of faculty and students, administration and structure of the advanced credit program, and quality control procedures.

An interest in P-20 collaboration regarding advanced credit and the transfer of such credit prompted COTA and the MDHE, along with K-12 principals and representatives, to develop a survey that would obtain information on advanced credit opportunities offered at Missouri high schools. The survey is intended to gauge the scope, magnitude, and administration of advanced credit learning experiences offered to Missouri school students interested in potentially earning collegiate credit.

The ACO survey was distributed, in November 2006, with the help of the Department of Elementary and Secondary Education. The survey seeks data regarding the criteria used by each college or university to establish student and faculty eligibility for enrollment in and instruction of advanced

credit courses. Information on professional development and identification of advanced credit on school transcripts are also data elements in the survey. The results of the ACO survey will be combined with information from DESE's core data system on dual credit, advanced placement, and the international baccalaureate. MDHE staff will review the core data and survey responses and will provide a more detailed analysis at a future CBHE meeting.

### **Goals for 2006-2007**

COTA engaged in a discussion of potential goals for consideration over the 2006 – 2007 academic year. Areas of focus included:

- increasing the number of successful degree completions among METS transfers
- developing of state policy guidelines defining college entry-level work
- defining pre-collegiate and collegiate-level work
- developing assessment design principles in coordination with the Missouri Assessment Consortium (MAC) with particular focus on transfer student learning gains

### **Conclusion**

In 2006, many colleges and universities, as well as the CBHE and MDHE, experienced changes in leadership. These changes, however, did not affect the commitment of the state to ensure an efficient and effective transfer and articulation system. The Associate of Arts in Teaching (AAT) degree is a significant achievement for Missouri's public and independent institutions, whose collaborative efforts will have a long-term affect on Missouri's students and future teachers. Another mark of commitment to cost-effective transfer is the long awaited revival of a statewide transfer conference that will bring together practitioners and policymakers who may develop new data-driven strategies to improve transfer throughout the state. Finally, an updated study of advanced credit as well as a focused agenda for the year will provide a foundation for COTA to continue to have a positive impact on the state's transfer and articulation system.

### **STATUTORY REFERENCE**

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

### **RECOMMENDED ACTION**

**It is recommended that the Coordinating Board for Higher Education commend the two- and four-year sectors for their extensive work on the AAT program. This collaborative effort showcases the dedication of Missouri's higher education institutions to the success of the future teachers of our state.**

### **ATTACHMENT**

List of Current COTA Members

**CBHE Committee on Transfer and Articulation  
December 14, 2006**

**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, Senior Vice President for Academic Affairs**

University of Missouri System

**Dr. Julio Leon, President**

Missouri Southern State University

**Dr. James Scanlon, President**

Missouri Western State University

**Dr. Robert Stein, Acting Deputy Commissioner (ex-officio voting member)**

Missouri Department of Higher Education

**Support Staff**

**Mr. Jeremy Kintzel, Program Specialist**

Missouri Department of Higher Education

**Ms. Laura Vedenhaupt, Research Associate**

Missouri Department of Higher Education

**Mr. B.J. White, Program Specialist**

Missouri Department of Higher Education

**Alternates**

Public 4-year: Kandis Smith, Jeanie Crain

Public 2-year: John Cosgrove

Independent: Arlen Dykstra

Coordinating Board for Higher Education

December 14, 2006

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Distribution of Community College Funds  
Coordinating Board for Higher Education  
December 14, 2006

### DESCRIPTION

The process for making state aid payments to the community colleges in FY 2007 will be monthly. All FY 2007 state aid appropriations are subject to a three percent governor's reserve.

The payment schedule for October through November 2006 state aid distributions is summarized below.

State Aid (excluding M&R) – GR portion	\$ 13,791,304
State Aid – lottery portion	989,422
Workforce Preparation – GR portion	2,418,766
Workforce Preparation – lottery portion	215,398
Out-of-District Programs	190,118
Technical Education	3,305,810
Workforce Preparation for TANF Recipients	265,794
Maintenance and Repair	<u>528,167</u>
TOTAL	\$ 21,704,779

The total distribution of state higher education funds to community colleges during this period is \$21,704,779.

### STATUTORY REFERENCE

Section 163.191, RSMo

### RECOMMENDED ACTION

Assigned to Consent Calendar

### ATTACHMENT(S)

None

Coordinating Board for Higher Education  
December 14, 2006

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Academic Program Actions  
Coordinating Board for Higher Education  
December 14, 2006

### **DESCRIPTION**

All program actions that have occurred since the October 12, 2006, 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

#### Southeast Missouri State University

AAS, Physical Therapy Assistant

### II. Programs and Options Placed on Inactive Status

#### Moberly Area Community College

AAS, Law Enforcement (Inactive)

### III. New Programs Not Approved

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

### IV. Approved Changes in Academic Programs

#### Metropolitan Community College—Blue River

##### 1. Current Program:

AAS, Computer Science & Information Systems  
Database Management  
Interactive Media  
Networking  
Programming  
Technical Support  
C1, Computer Support Technology I & II

##### Approved Change:

Correct C1 in Computer Support Technology I & II to reflect two separate one-year certificates: C1 in Computer Support Technology I (CIP 11.9999) and C1 in Computer Support Technology II (CIP 11.9999)

##### Program as Changed:

AAS, Computer Science & Information Systems  
Database Management  
Interactive Media  
Networking  
Programming  
Technical Support  
C1, Computer Support Technology I (CIP 11.9999)

C1, Computer Support Technology II (CIP 11.9999)

2. Current Program:

C1, Computer Information Systems Programming (CIP 55.1202)

Approved Changes:

Change title to C1 in Programming

Change CIP to 11.0202

Program as Changed:

C1, Programming (CIP 11.0202)

3. Current Program:

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

Approved Changes:

Add one-year certificate (C1) in Database Programming (ACCESS) (CIP 11.0501)

Add one-year certificate (C1) in Database Programming (ORACLE) (CIP 11.0501)

Change Interactive Media option title to Interactive Digital Media

Program as Changed:

AAS, Computer Science & Information Systems  
Database Management  
Interactive Digital Media  
Networking  
Programming  
Technical Support  
C1, Database Programming (ACCESS) (CIP 11.0501)  
C1, Database Programming (ORACLE) (CIP 11.0501)

4. Current Program:

C0, Multimedia Technology I

Approved Changes:

Change title to C0 in Interactive Digital Media I

Change CIP to 11.9999

Program as Changed:

C0, Interactive Digital Media I (CIP 11.9999)

5. Current Program:  
C1, Multimedia Technology II
- Approved Change:  
Change title to C1 in Interactive Digital Media II
- Program as Changed:  
C1, Interactive Digital Media II

6. Current Program:  
AAS, Business  
Accounting  
Logistics Management  
Management  
Office Management
- Approved Change:  
Add one-year certificate (C1) in Financial Services (CIP 52.0201)
- Program as Changed:  
AAS, Business  
Accounting  
Logistics Management  
Management  
Office Management  
C1, Financial Services (CIP 52.0201)

**Metropolitan Community College—Business and Technology Center**

1. Current Program:  
AAS, Manufacturing Technology  
C1, Manufacturing Technology CNC  
C1, Manufacturing Technology Pre-Apprenticeship
- Approved Change:  
Add one-year certificate (C1) in Manufacturing Technology (CIP 48.0503)
- Program as Changed:  
AAS, Manufacturing Technology  
C1, Manufacturing Technology CNC  
C1, Manufacturing Technology Pre-Apprenticeship  
C1, Manufacturing Technology (CIP 48.0503)

2. Current Program:  
None

Approved Change:

Add free standing certificate (C0) in Manufacturing Career (CIP 48.0503)

Program as Changed:

C0, Manufacturing Career (CIP 48.0503)

3. Current Program:  
AAS, Computer Science & Information Systems  
Database Management  
Interactive Media  
Networking  
Programming  
Technical Support

Approved Changes:

Add one-year certificate (C1) in Computer Support Technology I (CIP 11.9999)  
Add one-year certificate (C1) in Computer Support Technology II (CIP 11.9999)  
Add one-year certificate (C1) in Programming (CIP 11.0202)  
Add one-year certificate (C1) in Database Programming (ACCESS) (CIP 11.0501)  
Add one-year certificate (C1) in Database Programming (ORACLE) (CIP 11.0501)  
Add one-semester certificate (C0) in Interactive Digital Media I (CIP 11.9999)  
Add one-year certificate (C1) in Interactive Digital Media II (CIP 11.9999)  
Add one-semester certificate (C0) in Networking (CIP 11.0101)  
Change Interactive Media option title to Interactive Digital Media

Program as Changed:

AAS, Computer Science & Information Systems  
Database Management  
Interactive Digital Media  
Networking  
Programming  
Technical Support  
C1, Computer Support Technology I (CIP 11.9999)  
C1, Computer Support Technology II (CIP 11.9999)  
C1, Programming (CIP 11.02002)  
C1, Database Programming (ACCESS) (CIP 11.0501)  
C1, Database Programming (ORACLE) (CIP 11.0501)  
C0, Interactive Digital Media I (CIP 11.9999)  
C1, Interactive Digital Media II (CIP 11.9999)  
C0, Networking (CIP 11.0101)

**Metropolitan Community College—Longview**

1. Current Program:

C1, Computer Information Systems Programming (CIP 55.1202)

Approved Change:

Change title to C1 in Programming

Change CIP to 11.0202

Program as Changed:

C1, Programming (CIP 11.0202)

2. Current Program:

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

Approved Changes:

Add one-year certificate (C1) in Database Programming (ACCESS) (CIP 11.0501)

Change Interactive Media option title to Interactive Digital Media

Program as Changed:

AAS, Computer Science & Information Systems  
Database Management  
Interactive Digital Media  
Networking  
Programming  
Technical Support  
C1, Database Programming (ACCESS) (CIP 11.0501)

3. Current Program:

C1, Database Administrator w/ORACLE

Approved Change:

Change title to C1 in Database Programming (ORACLE)

Program as Changed:

C1, Database Programming (ORACLE)

4. Current Program:  
C0, Multimedia Technology I  
  
Approved Changes:  
Change title to C0 in Interactive Digital Media I  
Change CIP to 11.9999  
  
Program as Changed:  
C0, Interactive Digital Media I (CIP 11.9999)
5. Current Program:  
C1, Multimedia Technology II  
  
Approved Change:  
Change title to C1 in Interactive Digital Media II  
  
Program as Changed:  
C1, Interactive Digital Media II

**Metropolitan Community College—Maple Woods**

1. Current Program:  
C1, Computer Information Systems Programming (CIP 55.1202)  
  
Approved Changes:  
Change title to C1 in Programming  
Change CIP to 11.0202  
  
Program as Changed:  
C1, Programming (CIP 11.0202)
2. Current Program:  
C0, Database Management w/Access  
  
Approved Changes:  
Change certificate length from one-semester (C0) to one-year (C1)  
Change title to Database Programming (ACCESS)  
  
Program as Changed:  
C1, Database Programming (ACCESS)
3. Current Program:  
AAS, Computer Science & Information Systems  
Database Management  
Interactive Media  
Networking

Programming  
Technical Support

Approved Changes:

Add one-year certificate (C1) in Database Programming (ORACLE) (CIP 11.0501)  
Change Interactive Media option title to Interactive Digital Media

Program as Changed:

AAS, Computer Science & Information Systems  
Database Management  
Interactive Digital Media  
Networking  
Programming  
Technical Support  
C1, Database Programming (ORACLE) (CIP 11.0501)

4. Current Program:  
C0, Multimedia Technology I

Approved Changes:

Change title to C0 in Interactive Digital Media I  
Change CIP to 11.9999

Program as Changed:

C0, Interactive Digital Media I (CIP 11.9999)

5. Current Program:  
C1, Multimedia Technology II

Approved Change:

Change title to C1 in Interactive Digital Media II

Program as Changed:

C1, Interactive Digital Media II

**Metropolitan Community College—Penn Valley**

1. Current Program:  
C1, Computer Information Systems Programming (CIP 55.1202)

Approved Change:

Change title to C1 in Programming  
Change CIP to 11.0202

Program as Changed

C1, Programming (CIP 11.0202)

2. Current Program:

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

Approved Change:

Add one-year certificate (C1) in Database Programming (ACCESS) (CIP 11.0501)  
Change Interactive Media option title to Interactive Digital Media

Program as Changed

AAS, Computer Science & Information Science  
Database Management  
Interactive Digital Media  
Networking  
Programming  
Technical Support  
C1, Database Programming (ACCESS) (CIP 11.0501)

3. Current Program:

C1, Database App. Developer w/Oracle

Approved Changes:

Change title to C1 in Database Programming (ORACLE)  
Change CIP to 11.0501

Program as Changed:

C1, Database Programming (ORACLE) (CIP 11.0501)

4. Current Program:

C0, Multimedia Technology

Approve Changes:

Change title to C1 in Interactive Digital Media I  
Change CIP to 11.9999

Program as Changed:

C0, Interactive Digital Media I (CIP 11.9999)

5. Current Program:  
C1, Multimedia Technology II  
  
Approved Change:  
Change title to C1 in Interactive Digital Media II  
  
Program as Changed:  
C1, Interactive Digital Media II

### **Mineral Area College**

1. Current Program:  
AAS, Secretarial Technology  
C1, Medical Coding  
C1, Secretarial Technology  
  
Approved Changes:  
Change title of AAS in Secretarial Technology to Office Systems Technology  
Change title of C1 in Secretarial Technology to Office Systems Technology  
Add two options: Administrative Assistant and Medical Coding  
Change CIP of C1 in Medical Coding to 52.0401  
  
Program as Changed:  
AAS, Office Systems Technology  
Administrative Assistant  
Medical Coding  
C1, Medical Coding (CIP52.0401)  
C1, Office Systems Technology
2. Current Program:  
AAS, Radio/TV Broadcasting Production Technology (Inactive)  
  
Approved Changes:  
Reactivate AAS in Radio/TV Broadcasting Production Technology  
Change title to Radio TV Broadcasting Technology  
  
Program as Changed:  
AAS, Radio TV Broadcasting Technology

### **Missouri State University**

1. Current Program:  
BS, Cartographic Sciences  
  
Approved Change:  
Change program title to Geospatial Sciences

Change CIP to 40.0699

Program as Changed:

BS, Geospatial Sciences (CIP 40.0699)

2. Current Programs:

BS, Crime and Society

BA, Crime and Society

Approved Changes:

Change program titles to Criminology

Programs as Changed:

BS, Criminology

BA, Criminology

3. Current Program:

BS, Logistics and Transportation

Approved Changes:

Change program title to Logistics and Supply Chain Management

Change CIP to 52.0203

Program as Changed:

BS, Logistics and Supply Chain Management (CIP 52.0203)

4. Current Program:

MA, English

Approved Change:

Add GRCT in Teaching English to Speakers of Other Languages (TESOL)

Program as Changed:

MA, English

GRCT, Teaching English to Speakers of Other Languages (TESOL) (CIP 13.1401)

5. Current Program:

MA, Religious Studies

Approved Change:

Add GRCT in Religious Studies for the Professions

Program as Changed:

MA, Religious Studies

GRCT, Religious Studies for the Professions (CIP 38.0201)

6. Current Program:  
MSED, Special Education

Approved Changes:

Add GRCT in Autism Spectrum Disorders  
Add GRCT in Orientation and Mobility

Program as Changed:

MSED, Special Education  
GRCT, Autism Spectrum Disorders (CIP 13.1013)  
GRCT, Orientation and Mobility (CIP 13.1009)

7. Current Program:  
BS, Management  
Human Resources Management  
Production & Operations Management  
Administrative Management  
Entrepreneurship  
International Business Administrative

Approved Change:

Add one-semester certificate (C0) in Entrepreneurship

Program as Changed:

BS, Management  
Human Resources Management  
Production & Operations Management  
Administrative Management  
Entrepreneurship  
International Business Administrative  
C0, Entrepreneurship (CIP 52.0701)

8. Current Graduate-Level Courses Offered through the:  
Department of Anthropology and Sociology; Department of English; Department of Geography, Geology, and Planning; and Department of History

Approved Change:

Add Graduate Certificate (GRCT) in Ozark Studies

Program as Changed:

GRCT, Ozark Studies (CIP 05.0122)

9. Current Program:  
MS, Geospatial Sciences in Geography and Geology

Approved Change:

Add graduate certificate (GRCT) in Geospatial Information Sciences

Program as Changed:

MS, Geospatial Sciences in Geography and Geology  
GRCT, Geospatial Information Sciences (CIP 40.0699)

**Southeast Missouri State University**

1. Current Program:

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

Approved Change:

Add option in Facilities Management

Program as Changed:

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

**State Fair Community College**

1. Current Program:

AAS, Industrial Technology  
Industrial Electricity  
Industrial Maintenance  
Industrial Supervision

Approved Change:

Change title of Industrial Electricity option to Industrial Electricity/ Electronics.  
Add three options: (1) Machining and Mechanical Maintenance, (2) Power Plant Maintenance, and (3) Welding and Mechanical Maintenance

Program as Changed:

AAS, Industrial Technology  
Industrial Electricity/Electronics  
Industrial Maintenance

Industrial Supervision  
Machining and Mechanical Maintenance  
Power Plant Maintenance  
Welding and Mechanical Maintenance

**University of Missouri—Columbia**

1. Current Program  
BHS, Occupational Therapy  
  
Approved Changes  
Change name to Bachelor of Occupational Science (BOS), Occupational Science  
  
Program as Changed  
BOS, Occupational Science

**University of Missouri—Rolla**

1. Current Program  
MS, Engineering Management  
PhD, Engineering Management  
  
Approved Change  
Add Graduate Certificate (GRCT) in Financial Engineering  
  
Program as Changed:  
MS, Engineering Management  
PhD, Engineering Management  
GRCT, Financial Engineering
2. Current Program  
MS, Aerospace Engineering  
MS, Mechanical Engineering  
  
Approved Program  
Add Graduate Certificate (GRCT) in Composite Materials and Structures  
  
Program as Changed  
MS, Aerospace Engineering  
GRCT, Composite Materials and Structures  
MS, Mechanical Engineering  
GRCT, Composite Materials and Structures

3. Current Courses Delivered Through the  
Department of Psychology  
Department of Mathematics and Statistics

Approved Change

Add Graduate Certificate (GRCT) in Psychometrics

Program as Changed

GRCT, Psychometrics (CIP 27.0301)

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

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

**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**

**Community Colleges**

Associate of Arts in Teaching (AAT)

*Delivery at all Missouri Community College's main campus. Delivery by Metropolitan Community College at Blue River, Longview, Maple Woods, and Penn Valley campuses. Delivery by St. Louis Community College at Florissant Valley, Forest Park, Meramec campuses. Off-site delivery by Ozarks Technical Community College at Richwood Valley Campus, Lebanon Education Center, and Branson Education Center. Off-site delivery by Three River Community College at Kennett, Sikeston, Malden, and Portageville.*

*Approval is contingent on official signatories from the four-year sector.*

**Linn State Technical College**

AAS, Electric Power Generation Technology

### **Missouri Southern State University**

AS, Dental Hygiene

*Off-site delivery at the following two locations: Sikeston Higher Education Center, 2401 N. Main, Sikeston, and Rolla Technical Center, 505 Forum Drive, Rolla.*

### **Missouri Western State University**

MAS, Applied Science

Chemistry

Human Factors and Usability Testing

Information Technology Management

### **North Central Missouri College**

AAS, Manufacturing/Computer Networking Technology

*Off-site delivery of 1 + 1 program in collaboration with Grand River Technical School; NCMC will articulate 30 credit hours of Computer/ Network Technology or Industrial Maintenance coursework from Grand River Technical School*

AAS, Automotive and Machinery Technology

*Off-site delivery of 1 + 1 program in collaboration with Grand River Technical School; NCMC will articulate 30 credit hours of Auto Service Technology, Collision Technology, or Diesel and Equipment Technology coursework from Grand River Technical School.*

AAS, Welding Technology

*Off-site delivery of 1 + 1 program in collaboration with Grand River Technical School; NCMC will articulate 30 credit hours of Industrial Welding coursework from Grand River Technical School.*

### **Northwest Missouri State University**

MSED, Teaching English Language Learners

*Off-site delivery at three sites: Northwest Missouri State University, Maryville; Blue Jay Tower, Liberty, MO; and Missouri Southern State University, Joplin, MO. This program will be delivered via on-site classes, online classes, and instructional television (ITV).*

MBA, Master of Business Administration

*Off-site delivery at Blue Jay Tower, Liberty, MO. This program will be delivered via traditional and web-enhanced classes.*

**State Fair Community College**

C1, Pharmacy Technology

*Off-site delivery at the Lake of the Ozarks through on-site classes, online classes, and instructional television (ITV).*

**University of Missouri—Columbia**

Ph.D., Informatics

Bioinformatics

Health Informatics

MSW, Master of Social Work

*Off-site delivery at Truman State University, Kirksville, MO. This program will be delivered via traditional, online, and interactive television (ITV) courses.*

**University of Missouri—Kansas City**

MS, Anesthesia

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

**Lindenwood University**

BA, Music Business

Music Theory and Performance

Communications

Business Administration

Non-profit Management

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Proprietary School Certification Actions and Reviews  
Coordinating Board for Higher Education  
December 14, 2006

### **DESCRIPTION**

All program actions that have occurred since the October 12, 2006 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)***

New Horizons of St. Louis  
St. Louis, Missouri

This application is for the St. Louis franchise location of this national software training company. Nationally, New Horizons advertises it is the largest independent computer training company and offers courses and programs through the classroom format, web-based platforms and by CD-ROM. Although the school has been in limited operation previously, the certificate of approval expands the type of training programs they can offer to more comprehensive subjects and market them to the general public. Although the school is affiliated with a number of vendor and computer professional organizations, it is not accredited as a postsecondary education institution.

International Sommelier Guild  
St. Louis, Missouri

This for-profit school, based in Grand Island, New York, will offer three nondegree programs in wine knowledge particularly as related to hotel and restaurant operation in classroom space at the Forest Park campus of St. Louis Community College. In addition to offering education programs, the organization also certifies wine professionals. The objective of the program is to be “the defining benchmark for wine knowledge within the hospitality and culinary industries.” The school is currently approved to operate or is seeking approval to operate in 11 other states. This school is not accredited.

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

WyoTech  
Ormond Beach, Florida

WyoTech is a for-profit school owned by Florida Metropolitan University of Santa Anna, California, a subsidiary of Corinthian Colleges, Incorporated. The school was previously authorized to recruit students for its Laramie, Wyoming, Blairsville, Pennsylvania, and West Sacramento, California campus. This is authorization to recruit students from Missouri for the Ormond Beach, Florida campus. This campus offers three nondegree programs designed to train motorcycle and marine mechanics. This campus of the school is accredited by the Accrediting Council for Continuing Education and Training (ACCET).

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

Careers in Court Reporting  
Independence, Missouri

The for-profit, single proprietor school proposes to offer a 130 week nondegree program in court reporting. The school “is dedicated to training court reporters to be experts in their fields, whether it be freelance court reporting, official court reporting, closed captioning, real time or CART” (Communication Access Realtime Translation). This school is not accredited.

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

High-Tech Institute  
Orlando, Florida

This for-profit system of institutions operates campuses in 12 states including three campuses in the state of Missouri. This application is for authorization for the Orlando, Florida campus to establish a presence in the state for purposes of recruiting students. The school offers associate degree and nondegree programs in allied health and computer related fields. The school is accredited by the Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT).

### ***Exemptions Granted***

Eugene Bible College  
Eugene, Oregon

This not-for-profit religious college requested authority to offer a limited number of individual courses to assist Missouri churches in leadership development. The institution is accredited by the Association for Biblical Higher Education, which was formerly the American Association of Bible Colleges. 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.”

Midwest College of Biblical Studies  
Orrick, Missouri

This not-for-profit school, operated by the First Baptist Church of Orrick, request exemption in order to offer programs ranging from the nondegree through the bachelor’s level in Biblical Studies, Theology and Pastoral Ministries. The school is not accredited. 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.”

Oklahoma Baptist University  
Shawnee, Oklahoma

This not-for-profit school, based on Shawnee, Oklahoma, requested an exemption to permit it to “offer a small number of courses in Bible, Theology, Church History, Applied Ministry Skills, and other areas of Christian Studies to staff and congregational members of Baptist Churches in the Shoal Creek Baptist Association.” The school is accredited by the Higher Learning Commission (NCA). 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.”

### ***Schools Closed***

None

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Appointments to the CBHE Proprietary School Advisory Committee  
Coordinating Board for Higher Education  
December 14, 2006

### **DESCRIPTION**

At the end of this calendar year, two vacancies will occur on the Proprietary School Advisory Committee (PSAC). The retiring members are Ms. Patty Shoemaker, W.T.I.-Joplin (Joplin), and Ms. Kathleen Crawford, St. Charles School of Massage Therapy (St. Charles).

The Acting Deputy Commissioner has reappointed Ms. Patty Shoemaker and appointed Mr. John Vatterott, Jr., American Trade School (Overland) to fill the other vacancy. These individuals have been selected through processes and criteria consistent with the board's June 7, 2001 policy to ensure diverse representation in appointments to committees. The appointees' terms begin on January 1, 2007 and expire on December 31, 2009.

### **STATUTORY REFERENCE**

Section 173.614, RSMo, Regulation of Proprietary Schools

### **RECOMMENDED ACTION**

Assigned to Consent Calendar

### **ATTACHMENTS**

- Attachment A: Background Information—Appointments to the Proprietary School Advisory Committee
- Attachment B: January 1, 2007 Membership Roster—CBHE Proprietary School Advisory Committee

### **Background Information Appointments to the Proprietary School Advisory Committee**

The Proprietary School Advisory Committee (PSAC) is a statutorily established committee consisting of seven members serving three-year terms (Section 173.614, RSMo). The statute defines the general eligibility requirements as individual proprietors, general partners of a partnership, or managerial employees of proprietary schools. The statute also charges the committee with the following responsibilities.

- Advise the board in the administration of the proprietary school certification program
- Make recommendations with respect to the rules and regulations establishing minimum standards of operation
- Advise the board with respect to grievances and complaints

At the end of this calendar year, two vacancies will occur on the PSAC. The Acting Deputy Commissioner has appointed Ms. Patty Shoemaker and Mr. John Vatterott, Jr. to fill the vacancies. The appointees' terms begin on January 1, 2007 and expire on December 31, 2009.

Ms. Shoemaker is currently the co-director of W.T.I.-Joplin, a branch campus of Wichita Technical Institute based on Wichita, Kansas. W.T.I.-Joplin offers nondegree programs in allied health and computer technology and is accredited by the Accrediting Commission for Career Schools and Colleges of Technology (ACCSCT). Ms. Shoemaker has held this position for more than one year. Prior to joining W.T.I., Ms. Shoemaker served more than 13 years as the co-director of the Joplin campus of Vatterott College. She has a teaching background, as well, with experience in both public and private schools. She holds a Bachelor of Science degree in Business Education from Missouri Southern State University and has a lifetime teaching certificate.

Mr. Vatterott is the owner and director of the American Trade School, a school he founded in 2003. American Trade School, located in Overland, Missouri, offers nondegree programs in construction trades including heating, ventilation, and air conditions and electrician training. The school is not accredited. Mr. Vatterott has been active in private career education for nearly 20 years and has previously served in a range of administrative positions at Vatterott College in St. Ann, Missouri. Mr. Vatterott attended the University of Missouri-St. Louis and Regis University of Denver, Colorado.

**PROPRIETARY SCHOOL ADVISORY COMMITTEE**

**Membership Roster  
January 1, 2007**

Mr. Sam L. Atieh  
President  
American College of Technology  
2921 N. Belt Highway, Suite M4  
Saint Joseph, MO 64506 (816) 279-7000  
*(Term expires 12/31/2008)*

Mr. Larry W. Cartmill  
Campus Director  
Heritage College  
534 East 99<sup>th</sup> Street  
Kansas City, MO 64131 (816) 942--5474  
*(Term expires 12/31/2008)*

Mr. Alan Clay  
Director  
Vatterott College  
3925 Industrial Drive  
St. Ann, MO 63074 (314) 428-5900  
*(Term expires 12/31/2007)*

Ms. Michaelle Holland  
Director  
National American University  
3620 South Arrowhead Avenue  
Kansas City, MO 64057 (816) 353-4554  
*(Term expires 12/31/2007)*

Ms. Patty Shoemaker  
Co-Director  
WTI – Joplin Campus  
1531 East 32<sup>nd</sup> Street  
Joplin, MO 64804 (417) 206-9115  
*(Term expires 12/31/2009)*

Ms. Melissa Uding  
Campus President  
Sanford-Brown College  
1345 Smizer Mill Road  
Fenton, MO 63026 (636) 349-4900  
*(Term expires 12/31/2008)*

Mr. John Vatterott, Jr.  
President  
American Trade School  
9510 Page Avenue  
Overland, MO 63132 (314) 423-1900  
*(Term expires 12/31/2009)*

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Results from the 2005-2006 Postsecondary Technical Education Survey  
Coordinating Board for Higher Education  
December 14, 2006

### **DESCRIPTION**

A coordinated and effective postsecondary technical education delivery system continues to be a state interest. The intent of this agenda item is to provide the board with selected results from the 2005-2006 Postsecondary Technical Education survey completed during summer 2006.

#### **Background**

As a result of the State Plan for Postsecondary Vocational Technical Education (The State Plan) approved by the Coordinating Board in June 1996, Regional Technical Education Councils (RTECs) led by community college presidents/chancellors were assigned to each community college service region. The State Plan set forth a series of recommendations for the comprehensive support of statewide postsecondary education, as mandated by statute (Section 178.637, RSMo). RTECs include representatives of regional public and private postsecondary institutions, employers, labor unions, and local governments. Through their collaborative efforts, RTECs have engaged in initiatives to:

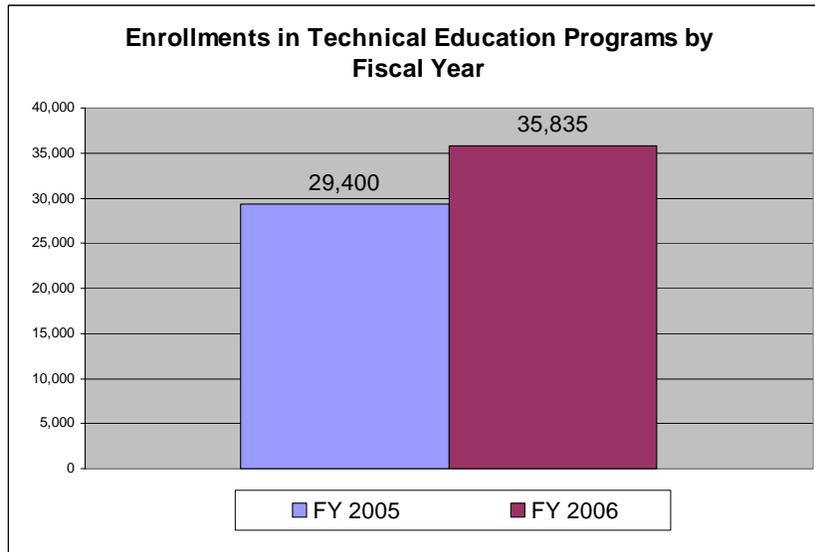
- Improve enrollment opportunities in CBHE-approved manufacturing-related and other technical programs.
- Strengthen existing or design new AAS degree programs in targeted technical areas.
- Offer quality customized employee training and retraining.
- Develop collaborative partnerships to provide courses and programs that meet the needs of the regions' residents and employers.

#### **FY 2006 Survey Results**

Each year, the MDHE surveys community colleges and Linn State Technical College for information about postsecondary technical education at the main campus and at each outreach site. Funding in support of RTECs has remained stable at \$20.4 million from FY 2005 to FY 2006 and is built into each community college's core budget. Colleges are also leveraging additional funds to provide greater opportunities for Missouri's students and workers in technical fields. In total, community colleges and Linn State Technical College reported nearly \$100.5 million in expenditures on technical education and training programs, an increase of 11.5 percent over FY 2005.

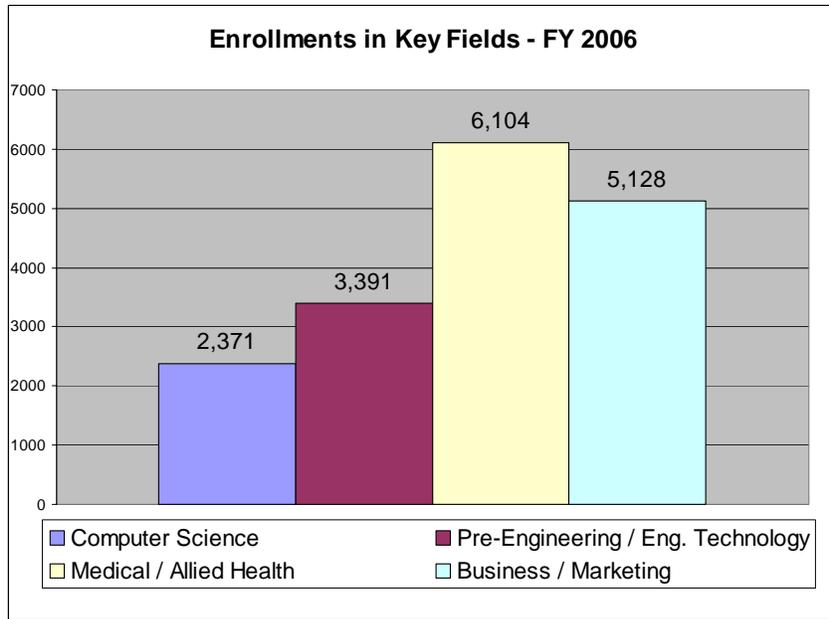
Coordinating Board for Higher Education  
December 14, 2006

Results from the FY 2006 survey demonstrate that there has been significant growth in postsecondary technical education.



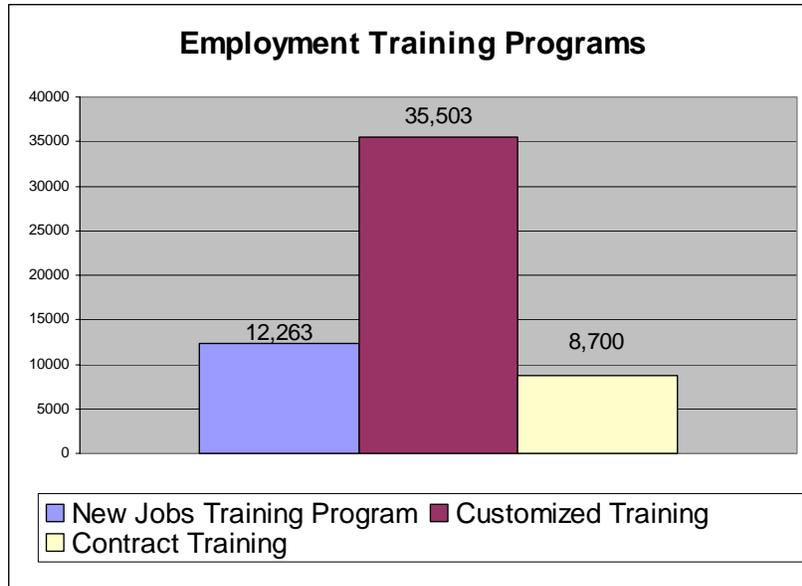
Missouri community colleges and Linn State Technical College reported an unduplicated enrollment (students are counted once, though some enrolled in more than one program) of more than 35,800 students in technical education programs in FY 2006, an increase of over 22 percent over reported enrollments in FY 2005. During the same time period, completions in these programs increased by 26 percent, from over 4,300 to 5,418. This total included 756 students who completed specialized certification, including 225 in nursing.

Missouri community colleges and Linn State Technical College offered 605 certificate and degree programs in technical and vocational education fields across all sites in FY 2006, an increase of 4.8 percent from the 599 programs offered in FY 2005.



In addition, community colleges and Linn State Technical College support enrollment and completion in key fields and support statewide needs. Enrollments in key fields in technical education in FY 2006 included computer science (2,371), pre-engineering and engineering technology (3,391), medical and allied health (6,104), and business and marketing fields (5,128). Enrollments in other available disciplines were varied, and programs included agriculture, multimedia, biotechnology, the construction trades, and industrial maintenance and machining.

As illustrated in the following chart, participation in employment training programs was also significant in the past year; in FY 2006, the Missouri Community College New Jobs Training Program, designed to provide assistance in training employees in newly created jobs, provided training to an unduplicated count of 12,263 workers in cooperation with 25 employers. In particular, over 8,200 of these workers participated in training in cooperation with General Motors. This overall enrollment was relatively stable from an enrollment of approximately 12,500 workers in FY 2005.



Two additional educational partnership programs, Customized and Contract Training Programs, provide local and on-site technical training to local businesses and their employees. The Customized Training Program provided training opportunities to an unduplicated count of 35,503 workers, in collaboration with 230 employers. This represented an increase of 28 percent in enrollments over FY 2005. Similarly, Contract Training programs enrolled an unduplicated count of over 8,700 workers in collaboration with nearly 250 employers. This represented an increase of nearly 58 percent in enrollments over FY 2005.

### **METS Connections**

The Coordinating Board, the Missouri Department of Higher Education (MDHE), and Missouri’s public institutions have been encouraged by the Office of the Governor and other interested stakeholders to promote increased student participation and success in the study of mathematics, engineering, technology, and science (METS). The certificate and degree programs, as well as training opportunities offered by community colleges and Linn State Technical College continue to provide valuable opportunities for students, workers, and employers to strengthen Missouri’s future economic development in these areas.

The valuable work of Missouri’s community colleges and Linn State Technical College is aligned well with the state’s focused attention on increasing participation in METS fields. The METS Coalition, a result of positive leadership on this issue provided by Governor Matt Blunt, will be a broad-based non-profit group of “key business, education, and government leaders who will regularly promote, monitor and evaluate the success of Missouri’s P-20 METS initiatives”— an ideal outlet for partnership with the educational and training goals of Missouri’s community colleges and Linn State Technical College. Detailed information concerning the recommendations for global METS competitiveness can be found in the final report of the METS Alliance, recently presented to Governor Matt Blunt in October 2006 and available here - [http://governor.mo.gov/mets/METS\\_Alliance\\_Rpt\\_2006.pdf](http://governor.mo.gov/mets/METS_Alliance_Rpt_2006.pdf). As the METS Coalition and other

interested stakeholders work to improve P-20 participation and performance in METS disciplines, all of Missouri's public postsecondary institutions will certainly stand willing to support these goals.

### **Conclusion**

Missouri's RTECs and Linn State Technical College have been a model for extending postsecondary education and training in disciplines key to the state's future. Enrollment and completions are growing as RTEC funds are deployed more efficiently each year. These programs provide valuable opportunities for students, workers, and employers to facilitate economic growth in the state.

By tradition, the annual RTEC survey has included data from Missouri's community colleges and Linn State Technical College only. As discussions progress regarding a renewed accountability framework for Missouri's system of public postsecondary education, there will be value in expansion of these surveys to include activity about technical education at Missouri State University-West Plains as well as at Missouri's public four-year institutions.

### **STATUTORY REFERENCE**

Section 178.637(2), RSMo, Strengthening the delivery of postsecondary technical education  
Sections 178.892 through 178.896, RSMo, Community college job training program

### **RECOMMENDED ACTION**

Assigned to Consent Calendar

### **ATTACHMENT(S)**

None

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

School and Lender Advisory Committees  
Coordinating Board for Higher Education  
December 14, 2006

### **DESCRIPTION**

The Missouri Department of Higher Education (MDHE) is Missouri's state-designated student loan guaranty agency and, as such, administers the Federal Family Education Loan (FFEL) Program on behalf of the U.S. Department of Education. The MDHE has operated in this capacity since 1979 and is the primary guarantor of FFEL Program loans in Missouri. Loans available under the FFEL Program include the Federal Stafford Loan (subsidized and unsubsidized), Federal PLUS Loans for parents, and, new in 2006, Federal Graduate PLUS Loans. During state fiscal year 2006, the MDHE guaranteed approximately \$635 million in Stafford and PLUS loans for 138,470 students to help them achieve their educational goals.

The MDHE's Marketing and Customer Assistance staff (led by Ms. Julie Meyer, Senior Associate for Marketing and Customer Assistance) is establishing a loan program advisory committee comprised of representatives from Missouri schools and lenders to help provide feedback for the Missouri Student Loan Group (MSLG). The MSLG is a division of the MDHE with primary responsibility for operating the guaranty agency.

### **Background**

In 2002, the MDHE established a loan program customer advisory committee to advise the MDHE during its transition to a new loan origination and servicing agent, American Student Assistance (ASA). This committee last met in late 2004, after the conversion to the ASA system was complete. The Marketing and Customer Assistance staff is now establishing another loan program advisory committee. The new advisory committee will be divided into two groups: schools and lenders/servicers. The school group will hold its first meeting on January 24, 2007, and the lender/servicer group will hold its first meeting on January 30, 2007.

### **School committee**

The mission of the school advisory committee is to advise the MDHE regarding the needs and wants of Missouri's postsecondary institutions participating in student financial aid programs under the Higher Education Act of 1965. Additionally, the school advisory committee is charged with representing the needs and best interests of their students, parents and borrowers in the federal student loan programs. The school advisory committee shall advise the MDHE on issues such as agency products and services and the implementation of changes in federal and/or state laws and regulations.

Coordinating Board for Higher Education  
December 14, 2006

Individuals invited to participate on the 2007 advisory committee were selected to offer a representative sampling of opinion. Diversity was sought in geographical location, institution type/sector, diversity of student populations served, and percentage of FFEL Program volume guaranteed by the MDHE (with a slightly larger representation of customers primarily using the MDHE as their guarantor).

#### Lender/servicer committee

The mission of the lender/servicer advisory committee is to advise the MDHE regarding customer needs and wants, national and state trends, and issues impacting the lenders, servicers and secondary markets operating in the state of Missouri in the FFEL Program.

Individuals invited to participate on the 2007 advisory committee were selected to offer a representative sampling of opinion. Diversity was sought in organization type (lender versus servicer and secondary market) and the degree to which the organization works with the MDHE (with a slightly heavier emphasis on organizations in the MDHE's top lender list).

### **STATUTORY REFERENCE**

Sections 173.095 through 173.187, RSMo.

### **RECOMMENDED ACTION**

Assigned to Consent Calendar

### **ATTACHMENT**

List of Current Loan Advisory Committee Members (who have accepted membership as of November 28, 2006)

## **LOAN PROGRAM ADVISORY COMMITTEE**

### **Membership Roster (School Representatives)**

Regina Blackshear, Harris-Stowe State University

Aimee Bristow, Westminster College

Kim Cary, Ozarks Technical Community College

Kathy Colapietro, Park University

Effie Dubis, St. Louis College of Health Careers

Jeff Gannon, Saint Luke's College

Tony Georges, University of Missouri – St. Louis

Vicki Mattocks, Missouri State University

Nicole Moore, Fontbonne University

Del Morley, Northwest Missouri State University

David Rice, St. Louis School of Pharmacy

Kathy White, Evangel University

Bob Whites, University of Missouri – Rolla

Becky Whithaus, Linn State Technical College

Patricia Wright-Tatum, Nichols Career Center

### **Membership Roster (Lender Representatives)**

Laura Archuleta, Sallie Mae

John Bailey, SmartFUNDS

Judy Cantoni, Nelnet

Ginny D'Angelo, Commerce Bank

Jean Dennis, College Loan Corporation

Sara Edwards, Wachovia

Chris Hager, Chase Bank

Curtis Johnson, Student Loan Funding

Dan Peterson, Commerce Bank

Ronn Ramey, Bank of America

Will Shaffner, MOHELA

Barbara Ulrich, U.S. Bank

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Southeast Missouri State University / Three Rivers Community College FY 2006 Site Survey  
Coordinating Board for Higher Education  
December 14, 2006

### **DESCRIPTION**

Partial data related to off-campus and out-of-district instruction by Southeast Missouri State University (Southeast) and Three Rivers Community College (TRCC) respectively were reported to the CBHE in June, 2006. The intent of this agenda item is to provide the board with a status report about the resolution of outstanding data definitions to ensure comparable data for FY 2005 and to outline next steps in establishing baseline data for future data collection and analyses about the external delivery systems of these two institutions.

#### **Background**

As a result of differences between Southeast and TRCC concerning educational delivery at sites in southeast Missouri, the board directed the staff to develop an annual site survey to serve as a prototype when working with institutions involved in unresolved conflicts.

Furthermore, the board directed the staff to collect specific site survey data from both Southeast and TRCC beginning with FY 2005 in order to monitor the need for off-campus instruction by both institutions in southeast Missouri, especially in the same communities, as well as to ensure that the needs of students in the region are being met in a cost-effective manner. Data from Southeast and TRCC from the first site survey were reported to the board in June 2006. These reports provided valuable information detailing programs and courses offered at the covered sites, as well as enrollments and administrative presence at each site. In addition, course enrollment data demonstrated a demand for services across the certificate and degree programs offered in the communities served by both institutions, i.e., Malden, Kennett, and Sikeston. In the course of reporting, however, it was determined that further clarity in data definitions would need to be established in order to develop comparable data in some areas, most notably revenues and expenditures, retention, and faculty. In response to these challenges, MDHE staff was directed to work with the institutions to clarify reporting parameters.

#### **FY 2005 Revisions**

Limited MDHE staff, retirements, and other departures have extended original timelines stipulated for pursuing resolution of these data definitions. MDHE staff has initiated recent contacts with the leadership and staff of TRCC and Southeast, including a conference call on Monday, November 27, 2006. MDHE staff and institutional representatives reached agreement regarding the following lingering issues involving data reporting for FY 2005 forward:

Coordinating Board for Higher Education  
December 14, 2006

- Reported sites – both institutions will report “all centers offering off-campus instruction, with the exception of those offering exclusively dual credit”. TRCC will report all activity within its service region but outside its taxing district, and Southeast will report all activity within TRCC’s service region, but outside Cape Girardeau county.
- Site administration – clarification to include any full- or part-time staff or administration “assigned primarily to the center”.
- Faculty FTE – annualized faculty FTE will be computed according to an agreed formula for full- and part-time faculty.
- Enrollment FTE – enrollment FTE will be computed according to an agreed formula separately for all terms. Southeast will report graduate FTE separately.
- Course and program availability – on-site and ITV courses will be reported as offered at census date in any term; internet courses should be included in reporting of available programs at each site, but will not be included in reported courses or enrollments.
- Retention – retention will be reported based on the number of degree-seeking students enrolled at each site in the fall who re-enrolled at any of the institution’s sites in the following spring or summer.
- Financial aid – financial aid will be reported as the aggregate aid awarded to any student who enrolled at the site during the fiscal year.

### **Unresolved Issues**

Notwithstanding recent discussion, two major issues remain unresolved regarding the revision of FY 2005 data and the collection of FY 2006 data.

First, an agreement concerning definitional parameters for revenues and expenditures has not been reached. At issue is the complexity of assigning all costs and revenues to separate sites for all services provided. The institutions and MDHE staff have agreed on an approach and definitions for the identification of direct revenues and expenditures. However, indirect revenues, e.g., state aid that tends to be more open-ended than assigned to a specific site, and indirect costs, e.g., prorated formulas for services provided by centralized staff and overhead, have remained more elusive and have been difficult to resolve in way that has the support of all parties.

Second, there remain unresolved questions regarding the appropriate baseline year for the revenues and expenditures elements. There is agreement that FY 2005 will serve as a baseline year for reported sites, enrollment information, faculty FTE, and course and program offerings. There is also agreement that retention and financial aid data are best examined following the termination of collaboration, and therefore that FY 2006 should serve as the most appropriate baseline year for those two measures. The question that remains is which year, FY 2005 or FY 2006 should serve as a baseline year for financial reporting, given differences in accounting systems prior to the termination of collaboration.

## **Conclusion**

Southeast and TRCC have worked to provide useful data regarding FY 2005 instruction at off-campus / out-of-district sites, and have worked to resolve lingering ambiguities in the reporting of requested data. Except for revenues and expenditures, the institutions and MDHE staff have agreed on the definitional parameters and baseline year for all measures. Both Southeast and TRCC are proceeding to update their previous submission to ensure accuracy and comparability of FY 2005 data while also preparing submission of FY 2006 data.

Concerning definitional parameters and appropriate baseline year for the revenues and expenditures data elements, MDHE staff will continue to consult with both institutions to ensure a full understanding of each institution's perspective prior to making a determination of the best way to proceed.

It should be noted that, throughout this process, both institutions have maintained a focus on serving the needs of students, on addressing the unique challenges of the region and on fulfilling their individual missions.

## **STATUTORY REFERENCE**

Section 173.005.2(4), RSMo, Establishment of state-supported senior colleges or residence centers

Section 173.005.2(5), RSMo, Coordinating Board for Higher Education shall establish admission guidelines consistent with institutional missions

Section 173.005.2(9), RSMo, Compliance with requests from the Coordinating Board for Higher Education

## **RECOMMENDED ACTION**

This is a discussion item only.

## **ATTACHMENT(S)**

None

## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

FY 2006 MDHE Annual Report  
Coordinating Board for Higher Education  
December 14, 2006

### **DESCRIPTION**

State statute requires that the Coordinating Board for Higher Education submit an annual report to the Governor and members of the General Assembly each year.

The various sections of the annual report correlate to the five requirements outlined in statute, including but not limited to, the coordinated strategic plan, enrollment data, and academic program actions. Overall, the content of the annual report is intended to inform Missourians about the status of higher education in Missouri, and outline the system's efforts to increase educational opportunity and achievement, enhance educational quality, and promote higher education's role as an economic leader.

### **STATUTORY REFERENCE**

Section 173.040, RSMo, Reports to governor and general assembly, contents

### **RECOMMENDED ACTION**

Assigned to Consent Calendar

### **ATTACHMENT**

Missouri Coordinating Board for Higher Education Fiscal Year 2006 Annual Report

Missouri Coordinating Board for Higher Education

# Annual Report

F i s c a l   Y e a r   2 0 0 6



**colleen** *n.* a woman.  
- ORIGIN Cf. *colle* *n.* woman.  
**college** *n.* 1 an institution of higher education providing tertiary or postsecondary education. 2 a building or buildings used for such education. 3 a group of institutions into which a university is organized.



**Missouri Coordinating Board for Higher Education  
Fiscal Year 2006 Annual Report**

Respectfully submitted by the Coordinating Board for Higher Education, in conjunction with the Missouri Department of Higher Education, as required by state law (Section 173.040, RSMo), to the governor of the State of Missouri and members of the general assembly.



## Letter from the **Chair**

Dear Governor Blunt, Members of the General Assembly, and Citizens of Missouri:

It has been an exciting time for the Coordinating Board for Higher Education (CBHE). Both the CBHE and Missouri Department of Higher Education (MDHE) staff remain dedicated and committed to the important work of furthering higher education in the state of Missouri. Higher education has been a focus of state and national attention this year. The report issued by U.S. Secretary of Education Margaret Spellings, "A Test of Leadership: Charting the Future of U.S. Higher Education," highlighted the need for a renewal of purpose and a call to excellence in higher education across this country, addressing accessibility, affordability, and accountability. The CBHE has integrated this mission in much of the work it has undertaken this past year and in the work it has planned for the future.

In its efforts to do what is in the best interest of all Missouri citizens, the CBHE has:

- Committed to implementing recommended initiatives from Governor Blunt's Mathematics Engineering Technology and Science (METS) Alliance through the adoption of new, more rigorous High School Core Curriculum Policy Guidelines that are aligned with graduation requirements recently adopted by the State Board of Education, as well as through initiatives to infuse METS issues into existing academic programs.
- Established a State Student Financial Aid Committee to evaluate current methods for administering state grants and scholarships and to make recommendations for improvement with the aim of streamlining and simplifying the process for students while increasing administrative cost-effectiveness and efficiency.

Ongoing efforts by the CBHE to promote the best interests of the state of Missouri and its citizens include:

- Engaging presidents and chancellors of Missouri's postsecondary institutions, as well as representatives from other government agencies, in strategic planning for the future of higher education in Missouri.
- Pursuing a performance funding model that will recognize and reward effective, innovative practices in higher education.

We look forward in the coming year to building on these accomplishments and increasing educational opportunities for all Missourians.

Taking measures to make higher education more accessible and more affordable benefits all citizens of our state. Individually, postsecondary education means better jobs and an increased quality of life for families. Collectively, the state profits from a more qualified work force that fills new jobs created by entrepreneurs and newly attracted business entities. This symbiotic bond of education and economic development is one of success, success for Missouri.

Sincerely,

A handwritten signature in cursive script that reads "Kathryn Swan".

Kathryn Swan  
Chair

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# Annual Report

## Table of Contents

I.	Letter from the Chair .....	1
II.	Table of Contents .....	3
III.	List of Appendices.....	5
IV.	Introduction .....	7
V.	Section 173.040 (1), RSMo – Coordinated Plan.....	9
VI.	Section 173.040 (2), RSMo – Changes in Enrollment and Programs .....	10
	A. Statewide, Public Institutions, and Independent Institutions	
	B. Proprietary Schools	
	C. Higher Education Institution Program Changes	
VII.	Section 173.040 (3), RSMo – CBHE Requests and Recommendations and Institutional Compliance .....	12
VIII.	Section 173.040 (4), RSMo – Development and Coordination in State Supported Higher Education.....	17
IX.	Missouri Department of Higher Education (DHE) Student Aid Programs .....	18
X.	State Student Financial Aid Committee.....	22
XI.	Section 173.040 (5), RSMo – Budget Recommendations.....	24
XII.	Conclusion.....	25
XIII.	Appendices .....	26

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## List of Appendices

APPENDIX A: Section 173.040, RSMo

APPENDIX B: FY 2006 Coordinated Strategic Plan

APPENDIX C: Public Two- and Four-Year Institution Enrollment Data

APPENDIX D: Private Not-for-Profit (Independent) Institution Enrollment Data

APPENDIX E: Proprietary School Enrollment Data

APPENDIX F: Academic Program Actions

APPENDIX G: Missouri State Student Aid Provided During SFY2006

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## *Introduction*

Section 173.040, RSMo (see Appendix A) specifically details what information the CBHE should include in its annual report. The various sections of the FY 2006 Annual Report are organized around the five requirements outlined in statute. These five requirements are:

- (1) A statement of the initial coordinated plan for higher education in Missouri, together with subsequent changes and implementations;
- (2) A review of recent changes in enrollments and programs among institutions of higher education in the state;
- (3) A review of requests and recommendations made by the CBHE to institutions of higher education in accordance with Section 173.030, RSMo and of the college's or university's response to requests and recommendations, including noncompliance therewith;
- (4) The CBHE's recommendations for development and coordination in state-supported higher education in the forthcoming biennium, within the context of the long-range coordinated plan;
- (5) The CBHE's budget recommendations for each state-supported college or university for the forthcoming biennium.

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*Section 173.040 (1), RSMo – Coordinated Plan*

The Coordinated Strategic Plan, found in Appendix B for reference purposes, is a continual work in progress involving the perspectives of policymakers and practitioners. During this past year, new leadership of the Coordinating Board, new board membership, resignation of the Commissioner of Higher Education, and turnover in several institutional presidencies have occurred. The Coordinated Plan is a transitional document and will undoubtedly undergo continued revisions in the coming months as new directions are identified and new initiatives are undertaken, particularly in light of a commitment to design an advanced accountability system with performance measures, baseline data, and specified timelines for achievement of target goals. The CBHE and the MDHE are committed to forging a working partnership of colleges and universities in support of statewide priorities identified by the governor and the general assembly.

*Section 173.040 (2), RSMo – Changes in Enrollment and Programs*

Since fall 2001, enrollment has continued to increase at both public and independent institutions in Missouri. A breakdown of total headcount enrollment, full-time equivalent (FTE), and first-time, full-time freshmen at both public and independent institutions for fall 2001, 2004, and 2005 is found below.

**Enrollment Comparison – Fall 2001, 2004, and 2005****Headcount Enrollment**

	2001 Enrollment	2004 Enrollment	2005 Enrollment	Percentage Increase, 2001 to 2005	Percentage Increase, 2004 to 2005
<b>Institutions Statewide</b>	305,808	331,699	338,219	12.3%	1.9%
<b>Public Institutions</b>	206,719	214,574	217,625	5.2%	1.4%
<i>Public 4-year</i>	123,818	128,332	130,973	5.8%	2.1%
<i>Public 2-year</i>	82,901	86,242	86,652	4.5%	0.5%
<b>Independent Institutions</b>	99,089	117,095	120,594	22.2%	2.8%

**Full-Time Equivalent (FTE) Enrollment**

	2001 Enrollment	2004 Enrollment	2005 Enrollment	Percentage Increase, 2001 to 2005	Percentage Increase, 2004 to 2005
<b>Institutions Statewide</b>	213,352	235,030	239,611	10.5%	1.9%
<b>Public Institutions</b>	143,656	153,375	155,458	8.2%	1.3%
<i>Public 4-year</i>	94,623	99,245	101,568	7.3%	2.3%
<i>Public 2-year</i>	49,033	54,130	53,890	9.9%	-0.4%
<b>Independent Institutions</b>	69,696	81,655	84,153	20.7%	3.0%

**First-Time Full-Time Freshman Enrollment**

	2001 Enrollment	2004 Enrollment	2005 Enrollment	Percentage Increase, 2001 to 2005	Percentage Increase, 2004 to 2005
<b>Institutions Statewide</b>	34,822	37,894	39,523	13.30%	4.2%
<b>Public Institutions</b>	26,394	28,794	30,275	14.7%	5.1%
<i>Public 4-year</i>	16,647	17,495	18,123	8.9%	3.6%
<i>Public 2-year</i>	9,747	11,299	12,152	24.7%	7.5%
<b>Independent Institutions</b>	8,488	9,100	9,248	9.0%	1.6%

For more information regarding enrollment at public and independent institutions in Missouri, please see Appendices C and D, respectively.

## Proprietary Schools

Total enrollment in Missouri proprietary institutions decreased from 2003 to 2004, but continued to maintain a significant increase over 2001 enrollment. In 2004, 41,930 resident students were enrolled in Missouri's proprietary institutions, which was a decrease from 43,947 students in 2003, or 4.6 percent. 2004 enrollment was 26 percent higher than 2001 enrollment.

In 2004, 5,274 students enrolled at non-Missouri degree granting schools, a 16.9 percent decline from 2003, but a 72 percent increase since 2001.

For more information regarding enrollment at proprietary institutions, please see Appendix E.

## Higher Education Institution Program Actions

An overview of all academic program actions taken by the MDHE in FY 2006 at both public and independent institutions is found below.

### Public Institutions

Program Actions	Certificate	Associate	Baccalaureate	Graduate	Total
Programs Deleted/Discontinued	8	3	1	0	<b>12</b>
Programs Inactivated	0	0	0	0	<b>0</b>
Other Program Changes*	19	26	20	25	<b>90</b>
New Programs Approved	4	10	14	8	<b>36</b>
Off-Site Programs Approved	0	1	2	8	<b>11</b>
Programs Withdrawn	1	0	0	0	<b>1</b>

\*Options Inactivated/Deleted, Options Added, Titles Changed, Certificates Added, Programs Combined

### Independent Institutions

Program Actions	Certificate	Associate	Baccalaureate	Graduate	Total
Programs Deleted/Discontinued	2	0	19	2	<b>23</b>
Programs Inactivated	0	0	0	0	<b>0</b>
Other Program Changes*	3	1	19	1	<b>24</b>
New Programs Approved	0	1	5	3	<b>9</b>
Off-Site Programs Approved	0	0	1	1	<b>2</b>

\*Options Inactivated/Deleted, Options Added, Titles Changed, Certificates Added, Programs Combined

For a detailed breakdown of program actions taken at various institutions during FY 2006, please see Appendix F.

*Section 173.040 (3), RSMo – CBHE Requests and Recommendations and Institutional Compliance*

As outlined in Section 173.030, RSMo, the CBHE has the responsibility, within the provisions of the constitution and the statutes of the state of Missouri, for ensuring the compliance of institutions in a variety of areas. These areas, and the subsequent action taken by the CBHE or the MDHE staff during FY 2006, are detailed below.

**173.030(1)** *Requesting the governing boards of all state-supported institutions of higher education, and of major private institutions to submit to the coordinating board any proposed policy changes which would create additional institutions of higher education, additional residence centers, or major additions in degree and certificate programs, and make pertinent recommendations relating thereto;*

No action taken.

**173.030(2)** *Recommending to the governing board of any institution of higher education in the state the development, consolidation, or elimination of programs, degree offerings, physical facilities or policy changes where that action is deemed by the coordinating board as in the best interests of the institutions themselves and/or the general requirements of the state. Recommendations shall be submitted to governing boards by 12 months preceding the term in which the action may take effect;*

**Missouri Southern State University – Crowder Joint Agreement**

- Missouri Southern State University (MSSU) is required to discontinue offering associate degrees by July 1, 2008, unless approved for continuation by the CBHE. MSSU and Crowder College signed a joint agreement that identified four associate degrees and three options to be discontinued by MSSU and seven associate degrees targeted for retention. The agreement also outlined when admission to discontinued programs would cease and when the programs would be officially removed from the program inventory. In addition, Crowder has indicated that students will easily be able to make the transition from MSSU's discontinued programs to current Crowder programs. The CBHE has approved the stipulations outlined in the agreement.

**Accuracy of State Program Inventory**

- MDHE staff worked to resolve discrepancies identified between the state's official academic program inventory and programs offered by four community colleges. After adjustments for clerical and administrative errors, 15 programs were on the discrepancy list. Seven of the programs were discontinued by the institutions; these institutions indicated that the programs would be submitted through the formal CBHE approval process prior to continuation. Based upon MDHE analysis and clear community need, the eight remaining programs were approved for listing in the state's official academic program inventory.

A formal annual process has been established to ensure that this situation will not occur in the future. MDHE staff will work with institutions, and chief academic officers will be asked to compare the state program inventory with institutional program listings to ensure the accuracy of both lists.

**Site Survey**

- Southeast Missouri State University (SEMO) and Three Rivers Community College (TRCC) are providing data on several indicators associated with educational delivery systems to communities served by both institutions.

Based on FY 2005 data for the communities of Kennett, Malden, and Sikeston, there is a demonstrated demand for the certificate and degree programs offered. Analysis on the impact that the breakdown in cooperative ventures between SEMO and TRCC has had on these communities will be conducted after submission of FY 2006 data.

While the MDHE originally envisioned an aggressive timeframe for issuing its first annual report on the external delivery systems of SEMO and TRCC, the need for further adjustments in data definitions were identified to ensure that all analyses are based on accurate, meaningful, and comparable data. This project places an important spotlight on the southeast region of Missouri and serves as a reminder to institutions that meeting the educational needs of the region, avoiding unnecessary duplication of effort, and ensuring smooth transition from one educational level to another are all essential.

Future reports will acknowledge the educational needs of southeast Missouri, the responsiveness of local institutions to those needs, the efficiency and effectiveness of current delivery systems in meeting those needs, and the alignment of institutional operations with Missouri statutes and higher education public policy.

### **Missouri – Panama Cooperation**

- Missouri's official partner in the National Guard State Partnership Program (SPP) is Panama. This program promotes social and economic links between US states and foreign countries. A Panamanian organization, Education USA, is launching a recruitment fair that will travel to major US cities seeking students who are eager to study abroad. Due to Missouri's bond with Panama, several Missouri institutions were targeted for involvement in the fair.

Additional Missouri-Panama projects that may be pursued include collaborative programs promoting bilingual proficiency, distance education programs, and student/faculty exchange programs.

### **Committee on Transfer and Articulation (COTA)**

- COTA is pursuing the following initiatives intended to improve Missouri's transfer and articulation system:
  - o Transfer Conference – Planning for a statewide transfer/articulation conference in early 2007 is underway. It will feature a data source book, a one-day work session for practitioners, and a half-day follow-up session for presidents/chancellors and CBHE members to identify new policy initiatives and goals for the upcoming year. The CBHE will review a report each February on Missouri's success in achieving goals for a more effective transfer/articulation system.
  - o Both two- and four-year institutions have been actively engaged in discussions surrounding the development of an Associate of Arts (AAT) degree that would build on past work, and ensure alignment with the state's 42-hour general education guidelines and four-year institutional entry-level standards. It is anticipated that a degree will be submitted for MDHE review and approval during the fall 2006 semester.
  - o The term "advanced credit" applies to postsecondary credit opportunities provided to high school students. Traditional programs in Missouri involve collegiate-level courses offered through dual credit or Advanced Placement (AP). A few Missouri high schools also offer the International Baccalaureate (IB) program. Data on the scope, magnitude and administration of Missouri's advanced credit experiences offered to high school students is outdated. COTA is in the process of developing surveys on advanced credit, one for high schools and one for postsecondary institutions, to fill this data void. It is anticipated that these surveys will be distributed during the fall 2006 term in ample time to be included in the transfer/articulation data source book that will be prepared for the 2007 transfer/articulation conference.
  - o Recommended High School Core Curriculum – As a result of the State Board of Education's changes to Missouri's high school graduation requirements, COTA's Subcommittee for the Review of Admissions Standards (SRAS) forwarded recommendations to the CBHE to update the CBHE-recommended high school core curriculum. The revised recommendations are in alignment with the new high school graduation requirements, including increases

in mathematics and science credits. At the June 2006 CBHE meeting, the board adopted the recommendations for full implementation beginning with the graduating class of 2010.

- o High School Graduates Report – Each year the MDHE publishes a follow-up report on the performance of high school graduates at Missouri public colleges and universities. The report may be used by high schools as a guidance and counseling tool to assess how well graduates are prepared for the college of their choice.

The most recent report noted that overall enrollment from 1996 through 2005 has increased 30 percent, and half of new enrollments are in the two-year sector. Fall and spring retention rates remained high, and there has been a moderate improvement in students' average first-year GPA. However, while average ACT scores remained above the national average, first-time freshmen enrollment in at least one remedial course has increased to 36 percent.

MDHE staff worked extensively with representatives from the Department of Elementary and Secondary Education (DESE) and the Missouri Association of Secondary School Principals (MASSP) to make the report more accessible and useable. The redesign allows for greater coordination between K-12 and higher education and creates a valuable tool to identify educational pathways of Missouri's students.

**173.030(3)** *Recommending to the governing boards of state-supported institutions of higher education, including public junior colleges receiving state support, formulas to be employed in specifying plans for general operations, for development and expansion, and for requests for appropriations from the general assembly. Such recommendations will be submitted to the governing boards by April first of each year preceding a regular session of the general assembly in the state of Missouri.*

During FY 2006, a new approach was taken by the department in preparing the FY 2007 budget for Missouri's public institutions. The Institution Funding Model was developed and presented to the institutions, state budget officials, and other key legislative personnel. The model consists of three main categories reflecting new funding. The categories include mandatory expenses, performance funding, and new core decision items. Mandatory expenses contain the costs necessary to keep the

if agreed-upon performance expectations are met, and new core decision items allow institutions to prioritize additional requests based on individual needs in order to fulfill their mission. The institutions have been engaged in the development of various components of this model.

**173.030(4)** *Promulgating rules to include selected off-campus instruction in public college and university appropriation recommendations where prior need has been established in areas designated by the coordinating board for higher education. Funding for such off-campus instruction shall be included in the appropriation recommendations, shall be determined by the general assembly and shall continue, within the amounts appropriated therefore, unless the general assembly disapproves the action by concurrent resolution;*

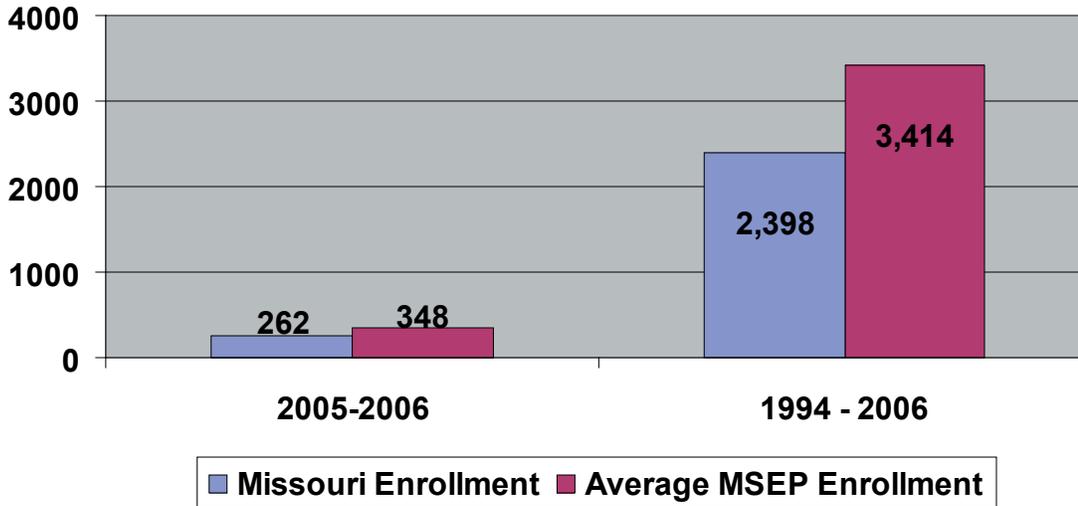
No new rules were promulgated in FY 2006 by the CBHE. Budget recommendations for off-campus and out-of-district sites are included in the budget requests found on Page 24.

**173.030(5)** *Coordinating reciprocal agreements between or among Missouri state institutions of higher education at the request of one or more institutions party to the agreement, and between or among Missouri state institutions of higher education and publicly supported higher education institutions located outside the state of Missouri at the request of any Missouri institution party to the agreement;*

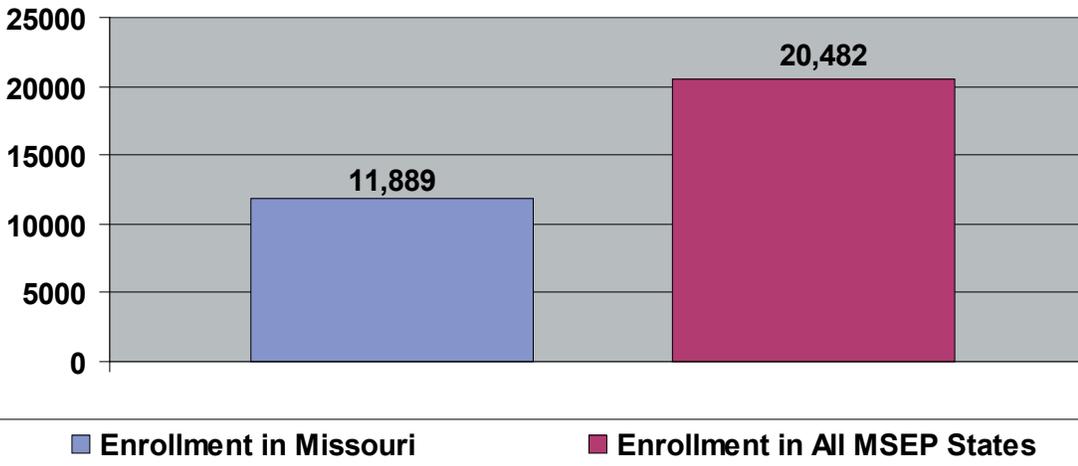
- Midwestern Higher Education Compact (MHEC) – With its motto of "Advancing Education through Cooperation," MHEC established the Midwest Student Exchange Program (MSEP) in 1994. This program strives to provide affordable

educational opportunities for students to attend out-of-state institutions and to facilitate enrollment efficiency in participating institutions with excess capacity in existing programs.

For the 2005-2006 academic year, 262 Missouri resident students enrolled out-of-state under the MSEP program, and 2,398 Missouri resident students have participated in the program over the last 12 years.



In the 12 years of the MSEP program, Missouri institutions consistently enroll a higher proportion of students from out-of-state than other MHEC states.



- Missouri-Kansas Reciprocal Agreement – Since 1989, the CBHE, Curators of the University of Missouri, and the Kansas Board of Regents have agreed to a reciprocal arrangement involving architecture seats for Missouri students and dentistry and optometry seats for Kansas students at in-state tuition rates. The most recent agreement, a five-year compact effective July 1, 2006, provides for 97 out-of-state tuition waivers for Kansas residents and 491 waivers for Missouri residents.

**173.030(6)** *Administering the nurse training incentive fund;*

- No funds were requested or disbursed for the nurse training incentive fund in FY 2006.

**173.030(7)** *Conducting, in consultation with each public four-year institution's governing board and the governing board of technical colleges and community colleges, a review every five years of the mission statements of the institutions comprising Missouri's system of public higher education. This review shall be based upon the needs of the citizens of the state as well as the requirements of business, industry, the professions and government. The purpose of this review shall be to ensure that Missouri's system of higher education is responsive to the state's needs and is focused, balanced, cost-effective, and characterized by programs of high quality as demonstrated by student performance and program outcomes. As a component of this review, each institution shall prepare, in a manner prescribed by the coordinating board, a mission implementation plan for the coordinating board's consideration and approval.*

Based on limited FTE and state resources, formal mission reviews were not completed.

**173.030(8)** *Reviewing applications from institutions seeking a statewide mission...*

The CBHE did not receive any institutional applications seeking a statewide mission.

*Section 173.040 (4), RSMo – Development and Coordination in State Supported Higher Education*

The CBHE and MDHE are committed to the basic tenets of self-regulation, efficient and effective student financial aid processes, utilization of Missouri human capital to combat social and economic issues, and advancement of economic development efforts.

**Accountability**

- The CBHE and MDHE have begun to develop an accountability approach that will demonstrate to key stakeholders and the public at large that Missouri higher education is an effective system that is achieving its primary goals of student learning and preparation for success. An effective accountability system will also allow higher education to be more responsive to the needs of students and ensure continual improvement of academic and student services. Higher education efforts to create an accountability system that is truly useful and effective will be guided by the following assertions:
  - o The public should be provided with evidence that higher education is of value to individuals and to the state
  - o Data systems should be designed to answer key questions
  - o Data should be completely accurate, easily accessible, and readily understood
  - o Data should provide meaningful comparisons, i.e. comparisons with past performance, with peer groups, and/or with aspiration (benchmark) groups
  - o Designing a P-20 data warehouse provides a foundation for important research on the effectiveness of learning environments

**Assessment**

- The CBHE and MDHE are dedicated to developing a performance-based assessment plan that is aligned with regional accreditation and measures key learning objectives with a focus on integrated, interdisciplinary, transferable skills. In a work session on assessment, institutional representatives and MDHE staff agreed that the measurement tool(s) should be reliable, valid, and have a clear purpose. The assessment plan should also allow for institutional flexibility and local experimentation in order to ensure that each college or university uses the assessment tool that is most appropriate for that institution's mission.

The major purposes of an assessment plan are: to provide evidence to students, parents, and the public of the return on the investment in higher education; to encourage self-evaluation of both the student and the institution; to improve programs based on assessment results; and to share information and best practices across higher education institutions to design and implement more effective assessment programs.

**Mathematics, Engineering, Technology, Science (METS) Initiative**

- MDHE staff collaborated with members of the University of Missouri economics department and the Building Engineering and Science Talent (BEST) team to develop a baseline data source book on Missouri's capacity in METS disciplines. The data book was used to inform discussion on the importance of METS disciplines to Missouri at the April 2006 Governor's Math and Science Summit. CBHE members and MDHE staff participated in the summit and were present on the Governor's Math and Science Alliance along with representatives from the governor's office, the general assembly, higher education, K-12, DESE, and business and industry.

On September 12, 2006, the Math and Science Alliance presented the governor with recommendations for increasing Missouri's METS capacity. Recommendations included improving the quality and supply of P-20 METS educators, improving the pipeline and performance of METS students, and creating and implementing a public awareness campaign on the importance of METS.

## ***Missouri Department of Higher Education (DHE) Student Aid Programs***

The MDHE strives to provide quality, affordable postsecondary education for Missourians by overseeing a variety of state and federal financial aid programs and higher education initiatives.

### **State Student Assistance Programs**

The Financial Assistance and Outreach area of the MDHE administers seven state grant and scholarship programs. In state fiscal year 2006 (SFY06) the MDHE disbursed a total of \$41,844,602 to 25,471 students.

The grants and scholarships administered by the MDHE are available for Missouri residents attending participating Missouri schools as undergraduate students who are maintaining satisfactory academic progress. For the majority of the programs, students are also required to be enrolled full time, although the Marguerite Ross Barnett Memorial Scholarship is available for students who are enrolled part time. To be eligible for assistance, students cannot be pursuing a degree in theology or divinity.

Following is a brief description of the seven programs and their statutory references:

- Higher Education Academic (Bright Flight) Scholarship (Section 173.250, RSMo.) – This is a merit-based scholarship for students who achieve an ACT or SAT score in the top three percent of all Missouri students taking those tests on or before the June test date of their senior year in high school. The maximum award is \$2,000 each year, \$1,000 each semester. Students may receive the scholarship for 10 semesters or until they obtain a baccalaureate degree, whichever occurs first.
- Charles Gallagher Student Financial Assistance Grant (Section 173.200, RSMo.) – This is a need-based grant with a maximum award of \$1,500. Students are required to complete the Free Application for Federal Student Aid (FAFSA) by April 1 each year to apply. The grant may be renewed annually for 10 semesters, 150 credit hours, or until students obtain a baccalaureate degree, whichever occurs first.
- Missouri College Guarantee Program (Section 173.810, RSMo.) – This is a need-based grant with a merit component. Students are required to complete the FAFSA by April 1 each year to apply. To qualify, students must have achieved a high school grade point average of 2.5 on a 4.0 scale, have achieved an ACT score of 20 or higher or an SAT score of 950 or higher, and have participated in high school extracurricular activities. Recipients are required to maintain a 2.5 grade point average and complete 24 credit hours during the academic year. The maximum award is based on the fees charged a full-time student at the University of Missouri campus with the largest enrollment and a standard book allowance determined by the MDHE. Other federal and state need-based, non-repayable financial assistance must also be considered in the final award amount.
- Marguerite Ross Barnett Program (Section 173.262, RSMo.) – This scholarship, originally referred to as the Competitiveness Scholarship Program, is for students who are enrolled part time in six to 11 credit hours and who are working at least 20 hours per week. Students should complete the FAFSA by April 1 each year and must also demonstrate financial need to qualify. The scholarship may be renewed annually for 150 semester credit hours or until students earn a baccalaureate degree, whichever occurs first. The maximum award is the least of the actual tuition charged at the school in which the student is enrolled, the amount of tuition charged an undergraduate Missouri resident enrolled part time in the same class level at the University of Missouri-Columbia, or the student's demonstrated financial need.

- Public Service Officer or Employee's Child Survivor Grant Program (Section 173.260, RSMo.) – This is a grant program for public safety officers or Missouri Department of Transportation employees engaged in the construction or maintenance of the state's highways, roads, and bridges who were permanently and totally disabled in the line of duty. The dependent children who are under 24 years of age and the spouses of officers or employees killed or totally or partially disabled in the line of duty are also eligible. The maximum grant amount is the lesser of the actual tuition charged at the school in which the student is enrolled, or the amount of tuition charged an undergraduate Missouri resident enrolled full time in the same class level and academic major at the University of Missouri-Columbia. The grant may be renewed annually until the student obtains a baccalaureate degree.
- Vietnam Veterans Survivor Grant Program (Section 173.236, RSMo.) – This is a grant program for children and spouses of Vietnam veterans whose death was attributed to, or caused by, exposure to toxic chemicals during the Vietnam conflict. The maximum grant amount is the lesser of the actual tuition charged at the school in which the student is enrolled full time, or the average amount of tuition charged an undergraduate Missouri resident enrolled full time in the same class level and academic major at the regional public four-year Missouri institution. The grant may be renewed annually for 10 semesters, 150 semester credit hours, or until the student obtains a baccalaureate degree, whichever occurs first.
- Missouri College Guarantee PLUS and GEAR UP Scholarships (Statutory reference not applicable) – These scholarships are a component of the state GEAR UP grant administered by the MDHE. Although the scholarship criteria are somewhat different, they share the same funding source. In SFY06, students paid under the Missouri College Guarantee PLUS Program were required to be participating in one of the Federal TRIO programs, meeting the Missouri College Guarantee Program's eligibility criteria, and receiving a Missouri College Guarantee Program award. GEAR UP Scholarship recipients were required to either meet the Missouri College Guarantee Program's eligibility criteria, or have achieved a qualifying ACT score and high school GPA on a sliding scale. The maximum award for the Missouri College Guarantee PLUS award is the amount of the Missouri College Guarantee Program award. The maximum SFY06 award for the GEAR UP Scholarship was \$9,200.

## Student Loan Program Overview

The MDHE is Missouri's state-designated guarantor (Section 173.186, RSMo.) and operates on behalf of the U.S. Department of Education in the Federal Family Education Loan (FFEL) Program. The MDHE has been in operation since 1979 and is the primary guarantor for FFEL Program loans in Missouri. Loan programs available include the Federal Stafford Loan (subsidized and unsubsidized), Federal PLUS Loans for parents, and, new in 2006, Federal Graduate PLUS Loans. During state fiscal year 2006, the MDHE guaranteed approximately \$635 million in Stafford and PLUS loans for more than 138,470 students to help them achieve their educational goals.

In the role of FFEL Program guarantor, the MDHE:

- Provides insurance to student loan lenders. In the case of default, the MDHE will pay the lender 98-100 percent of the outstanding principal and interest. In the case of discharge due to death, permanent and total disability, or other factors, the MDHE will pay the lender 100 percent of the outstanding principal and interest.
- Performs compliance and oversight functions. As the agent of the U.S. Department of Education, the MDHE must ensure that lenders, servicers, student loan borrowers, and postsecondary institutions comply with all applicable federal laws and regulations.

- Provides collections assistance to loan holders and counseling assistance to borrowers when a borrower becomes more than 60 days delinquent. The loan program also provides postsecondary institutions with default prevention grants, in-person training sessions, training materials, student counseling materials, and electronic entrance and exit counseling for borrowers. Since 2000, the MDHE student loan program has awarded over \$3.6 million in default prevention grant funding to Missouri institutions. The MDHE student loan program's cohort default rate in federal fiscal year 2004 (FFY04) was 4.7 percent, which is below the national average of 5.1 percent. (Note: FFY04 is the most recent year's data available. The final FFY04 rates were published in 2006.)
- Purchases student loans from lenders when the borrower does any of the following: defaults (after 270 days of delinquency), declares bankruptcy, dies, or becomes totally and permanently disabled. The MDHE student loan program received about ten thousand claims in state fiscal year 2006 (total of all claim types) and paid 9,589 claims totaling \$73.9 million.
- Collects payments after a loan defaults. The MDHE utilizes a variety of collection methods to recover defaulted loans, including administrative wage garnishment, state tax refund offset, U.S. Treasury offset, regular borrower payments, loan rehabilitation and loan consolidation. The MDHE collected over \$58 million on an inventory of \$164 million in federal fiscal year 2006. During SFY06, the MDHE rehabilitated \$11,535,673 in defaulted loans.

The MDHE student loan program works in partnership with the Missouri Higher Education Loan Authority (MOHELA), the state-designated secondary market, to reduce the cost of borrowing for Missouri students. Currently, repayment interest rates are set at 6.8 percent in federal regulations. For loans held by MOHELA that are guaranteed by the MDHE, however, MOHELA offers interest rate relief programs that can reduce a borrower's interest rate to as low as 0.25 percent.

In addition to providing guarantees on new student loans for students, the MDHE student loan program also guarantees Federal Consolidation Loans for borrowers who want to extend the repayment term of their loan to make payments more affordable. The number of consolidation loans guaranteed by the MDHE student loan program has been growing due to two factors:

- 1) the increasing level of debt students must incur to complete their education and
- 2) the historically low student loan interest rates.

In SFY06, over 20,000 borrowers had their student loans consolidated and guaranteed by the MDHE. That represents 20,373 loans worth over \$460 million.

Despite significant competition from other FFEL Program guarantors such as Texas (TG), Nebraska (NSLP), and USA Funds, the MDHE student loan program remains one of the financially strongest guarantors in the nation and continues to fulfill its mission to serve Missouri students, families, and postsecondary institutions. During SFY06, the MDHE experienced record loan volume.

Furthermore, as a state-created program and governmental agency, the MDHE student loan program is accountable to the governor, the general assembly, and the public in the performance of its guaranty agency functions. Any revenues earned from the administration of the student loan program are reinvested into the state of Missouri and its educational system. For example, the MDHE's loan revenues fund 100 percent of the administrative and system/IT costs associated with administering the Missouri state aid programs. During SFY06, this saved Missouri tax payers more than \$330,000 and allowed maximum funds to be given directly to Missouri's students.

## Summary of MO\$T Program

The Missouri Saving for Tuition Program (MO\$T), a Section 529 program, provides families with a smart, flexible way to save for higher education expenses. MO\$T became possible with the passage of Section 529 of the IRS tax code in 1996 and the passage of HB 1694 by the Missouri General Assembly, which became law on August 28, 1998.

Launched in November 1999, total assets in MO\$T have grown to nearly \$900 million (as of June 30, 2006) with over 80,000 accounts and approximately 91 percent of account owners residing in Missouri. MO\$T offers families the following benefits:

- **Missouri Tax Deduction** – The amount contributed each year can be deducted from the owner's Missouri taxable income up to a maximum \$8,000 per taxpayer per year.
- **Tax-Free Withdrawals** – Contributions to MO\$T grow free from federal and state income tax.
- **Choice of Investment Options** – Since June 5, 2006, MO\$T offers a wider array of investment choices.
- **Flexibility in Using the Funds** – Funds in the MO\$T Program may be applied to tuition as well as related qualified expenses such as books, supplies, required fees, and certain room and board costs at any eligible institution in the nation and abroad.
- **Low cost** – Both the Direct Program and the Advisor Program charge 0.65 percent program management fee. There is no commission or annual maintenance fee on the MO\$T direct-sold program.

The Missouri Higher Education Savings Board administers the MO\$T Program. The membership of the board consists of the State Treasurer, the Commissioner of the Missouri Department of Higher Education (MDHE), the Commissioner of the Missouri Office of Administration, the Director of the Missouri Department of Economic Development, one person chosen by the governor with experience in banking or deposit investments, and two persons with finance backgrounds, one chosen by the President Pro Tem of the Senate and one by the Speaker of the House.

During 2006, the Board and the Senate of Missouri selected Upromise Inc. to serve as program manager for MO\$T. Upromise took over as program manager effective June 5, 2006, and was subsequently acquired by the SLM Corporation (NYSE:SLM), commonly known as Sallie Mae. Upromise employs approximately 250 individuals and is now a wholly owned subsidiary of the SLM Corporation with its own separate brand identity. Upromise is the largest administrator of direct-to-consumer 529 college savings plans, administering nearly a million college savings accounts and over \$10 billion in assets with tax-advantaged 529 investment options through partnerships with seven states.

Also effective June 5, 2006, Vanguard and Missouri-based American Century Investments became the new investment managers for the MO\$T Program. Vanguard, which is client-owned, is well known for its dedication to outstanding performance, superior service, and low costs. American Century Investments is a full-service investment management firm that has been helping investors achieve their financial goals for nearly 50 years.

More information on MO\$T may be found at: <https://missourimost.s.upromise.com/>. To learn more about Vanguard, visit [www.vanguard.com](http://www.vanguard.com), or for more information regarding American Century Investments, visit [www.americancentury.com](http://www.americancentury.com).

## State Student Financial Aid Committee

The complexity and structure of the existing state student financial aid programs and the amount of need-based aid available are ongoing concerns. In response to this matter, the CBHE directed staff in 2005 to establish a statewide task force to study and recommend to the CBHE and MDHE revisions to address state student financial aid issues. In June 2006, the CBHE established the task force as an official standing committee known as the State Student Financial Aid Committee (SSFAC). The committee is comprised of 22 members, including representatives from the following organizations:

- Council on Public Higher Education (COPHE)
- Missouri Community College Association (MCCA)
- Independent Colleges and Universities of Missouri (ICUM) sector (both ICUM and non-ICUM members)
- Linn State Technical College
- Missouri Association of Private Career College and Schools (MAPCCS)
- Governor's office staff
- Senate staff
- House of Representatives staff
- Missouri Higher Education Loan Authority (MOHELA)
- MDHE staff

In December of 2005, the SSFAC presented a report to the CBHE containing nine recommendations intended to improve student access, support increased funding of financial aid programs, and improve administrative efficiency and effectiveness. The CBHE, in adopting the report, directed the MDHE to take the steps necessary to implement the recommendations and extended the existence of the committee to permit the completion of remaining tasks within their charge.

Over the next 10 months, the SSFAC worked to complete the tasks assigned to it by the CBHE. Those tasks included the development of a proposal for a new need-based student financial assistance program and drafting proposed language for the administrative revisions it had recommended that do not require legislative action. As a result, the committee recommended and the CBHE adopted at its October 2006 board meeting a proposed framework for a single need-based student financial assistance program. The CBHE also committed to working with government policy makers, the committee, the MDHE, and educational leaders to coordinate 2007 legislation to implement such a program. While the framework was adopted, it was recognized that some revision of the proposal may be needed to address unresolved issues with its implementation.

The CBHE also approved the committee's recommended amendments to state financial assistance administrative rules, assistance programs. Starting with the 2008-2009 academic year, a student must maintain a 2.5 cumulative grade point average to be eligible as a renewal student for any state student financial assistance program.

## Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Missouri—State Grant

GEAR UP was created by the 1998 amendments to the Higher Education Act (HEA) and is funded by the U.S. Department of Education (USDE). There are two types of GEAR UP grants: state grants and partnership grants.

In 2000, Missouri received a five-year state GEAR UP Grant which includes an early college awareness component and a scholarship component. The MDHE was designated by the governor to administer the state GEAR UP Grant. GEAR UP Missouri was initiated in the fall 2001 with a student cohort model involving 20 Missouri middle schools to serve the sixth

and seventh grade students and track those students transitioning into 14 high schools in the Kansas City, St. Louis, Malden, Caruthersville, and Hayti school districts. GEAR UP Missouri's student cohort of approximately 3,200 students completed their junior year in high school during the 2005-2006 school year and are now enrolled as seniors in the 14 GEAR UP high schools. GEAR UP Missouri's student cohort is on track to graduate from high school in the spring 2007. At that time the graduating seniors will have an opportunity to apply for a GEAR UP scholarship and enroll in college during the 2007-2008 school year.

GEAR UP was designed to enable more secondary students to succeed in middle and high school and take appropriate courses to become eligible and competitive for admission to colleges and universities. Through the efforts of the USDE and the MDHE, along with other statewide partners, the GEAR UP Missouri grant has been meeting the challenge of helping more underserved students become academically and financially prepared to enroll and succeed in college. GEAR UP Missouri has used several resources and activities to make this happen, such as: (1) college fairs, (2) college visits, (3) tutoring/mentoring, (4) parent events, (5) presentations about college preparation, financial aid, and careers, (6) professional development for district personnel, (7) workshops for students about interpersonal development, (8) attending conferences to bring back innovative ideas for the GEAR UP cohort, (9) scholarship money, and (10) scholarship/grant searches.

MDHE has planned for the sustainability of GEAR UP through an Early Awareness and Outreach/College Access program. In this manner, MDHE will continue to provide students and parents access to the information and assistance needed. The program will include the same types of activities and resource availability to students who are in need of these services

of these personnel to make presentations to students, parents, and staff on issues including financial aid, college preparation, and career preparation.

Through the course of administering the GEAR UP program, MDHE has shown the value of a higher education to students who did not believe they would have that opportunity, as well as those who had already planned on going to college. MDHE believes there is value in a sustained college access early awareness program for students of all income levels, as noted in its 2006 strategic plan.

## **College Goal Sunday**

The MDHE partners with the Missouri Association of Student Financial Aid Personnel (MASFAP) and the Missouri Higher Education Loan Authority (MOHELA) to co-sponsor Missouri's College Goal Sunday program.

College Goal Sunday is a volunteer-based event, held one day each year in February to assist college-bound students in the completion of the Free Application for Federal Student Aid (FAFSA). The FAFSA is the primary document used by the federal and state government and by individual colleges and universities to determine student eligibility for grant, loan, and scholarship programs. The event is offered free of charge to all high school seniors and their parents in designated locations.

On College Goal Sunday, student financial aid professionals—primarily from Missouri colleges, universities, and banking institutions—volunteer their time to assist all attendees in the completion of the FAFSA form. In 2006, eight MDHE staff participated. In Missouri, as in many other states, the program is being further sponsored and underwritten by a three-year grant from the Lumina Foundation for Education.

The 2006 College Goal Sunday program was held on Sunday, February 12, 2006, at 27 college, university, and high school sites throughout Missouri. Approximately 1,653 students and parents participated in the 2006 event, and about 270 financial aid professionals volunteered to assist the participants.

*Section 173.040 (5), RSMo – Budget Recommendations*

The appropriated amounts for the institutions in FY2007 reflect an increase of approximately two percent in funding from FY2006. Conversations for new performance funding measures in the future are underway.

**FY 2007 - All Institutions**

	<b>FY 2007 Core Budget</b>	<b>FY 2008 CBHE Recommendation</b>
<b>Community Colleges</b>		
Crowder College	4,568,730	5,092,011
East Central College	5,303,061	5,910,448
Jefferson College	7,781,015	8,672,215
Metropolitan Community Colleges	32,326,133	36,028,611
Mineral Area College	5,097,973	5,681,870
Moberly Area Community College	5,015,941	5,681,867
North Central Missouri College	2,516,612	2,804,852
Ozarks Technical Community College	9,763,725	11,618,013
St. Charles Community College	7,362,077	8,833,479
St. Louis Community College	46,482,134	51,805,971
State Fair Community College	5,405,242	6,024,332
Three Rivers Community College	4,407,184	4,987,766
Sub Total	136,029,827	153,141,435
Tax Refund Offset	250,000	250,000
<b>TOTAL</b>	<b>136,279,827</b>	<b>153,391,435</b>
<b>State Technical College</b>		
Linn State Technical College	4,634,133	5,510,528
Tax Refund Offset	30,000	30,000
<b>TOTAL</b>	<b>4,664,133</b>	<b>5,540,528</b>
<b>Four-Year Institutions</b>		
Harris-Stowe State University	10,017,401	11,259,249
Lincoln University	17,125,184	19,620,117
Missouri Southern State University	21,539,003	26,228,918
Missouri State University	81,930,532	91,527,323
Missouri Western State University	21,197,492	24,680,898
Northwest Missouri State University	30,484,455	33,532,901
Southeast Missouri State University	44,734,189	50,453,036
Truman State University	41,594,223	46,787,660
University of Central Missouri*	54,963,213	61,775,221
University of Missouri	412,991,189	463,452,843
Sub Total	736,576,881	829,318,166
Tax Refund Offset	875,000	875,000
<b>TOTAL</b>	<b>737,451,881</b>	<b>830,193,166</b>

**Note:** Effective October 9, 2006, Central Missouri

**Capital Funding**

Due to continued constraints on state funding, no capital funding was appropriated for higher education in FY 2006. However, the Lewis and Clark Discovery Initiative (LCDI) was led by the governor during the FY 2006 legislative session. Among other items included in the LCDI are capital funding recommendations for higher education institutions. The CBHE has expressed its support for the LCDI, which is the first comprehensive higher education capital funding package to be given serious attention by government leaders in several years.

## *Conclusion*

We are committed to a “Social Compact” with the citizens of Missouri. Our goals and efforts—both continuing and newly determined—are to that end. CBHE is building a solid foundation to the structure of higher education, one predicated both on access for all Missourians, regardless of background or situation, as well as success of all students in their educational and career goals. The CBHE and MDHE staff remain dedicated to ensuring that more Missourians pursue postsecondary education and to making Missouri an economic leader in the global economy. We look forward to a dynamic and fruitful year.

Questions regarding this annual report should be directed to Brenda Miner, Executive Assistant to the Commissioner of the Missouri Department of Higher Education, at (573) 751-2361.

## **Appendix A**

# **Missouri Revised Statutes**

## **Chapter 173**

### **Department of Higher Education**

#### **Section 173.040**

#### **Reports to Governor and General Assembly, contents.**

173.040. The coordinating board is directed to submit a written report to the governor or governor-elect at least forty-five days prior to the opening of each regular session of the general assembly and to submit the same report to the general assembly within five days after the opening of each regular session. The report shall include:

- (1) A statement of the initial coordinated plan for higher education in Missouri, together with subsequent changes and implementations;
- (2) A review of recent changes in enrollments and programs among institutions of higher education in the state;
- (3) A review of requests and recommendations made by the coordinating board to institutions of higher education in accordance with section 173.030 and of the college's or university's response to requests and recommendations, including noncompliance therewith;
- (4) The coordinating board's recommendations for development and coordination in state-supported higher education in the forthcoming biennium, within the context of the long-range coordinated plan;
- (5) The coordinating board's budget recommendations for each state-supported college or university for the forthcoming biennium.

## Appendix B

# Missouri Department of Higher Education FY 2006 Coordinated Strategic Plan

## Strategic Planning for Quality and Performance Excellence

Since September 2002, the CBHE/MDHE began shifting the focus from being compliance-oriented to developing strategies and services that are oriented toward performance improvement. During the last year, the CBHE and MDHE have:

- Through internal departmental planning, categorized the desired results into three key result areas: preparation, participation, and performance, which address budgeting restrictions.
- Introduced the change agent model for performance improvement at the MDHE. This model involves a team approach, and emphasizes customer input and responsiveness to customer needs.
- Restructured the MDHE, including transitioning all Information Technology staff from under the MDHE's management to the Office of Administration. The MDHE is a much flatter organization now and includes three operational groups which are aligned with the desired results: Academic Affairs, Missouri Student Loan, and Financial Assistance and Outreach. The support groups of the organization, which offer assistance to each of the three operational groups, include: Marketing and Customer Assistance; Educational Policy, Planning, and Improvement Center; Contracts and Compliance; and Fiscal, Legislative, and Administration. These groups have been essentially absorbed and many duties reassigned to remaining staff.
- Implemented improvement projects that were identified during FY 2005, including:
  - Development of a financial literacy program.
  - Development of a marketing program for the student loan guarantee program.
  - Expanding outreach and early awareness.
  - Improving the state grants and scholarships award delivery process. (State Student Financial Aid Committee December 2005 recommendations)
  - Institutional adoption of quality principles as a management tool.
  - Measuring value-added student learning.

All of these efforts have shaped the key result areas, priority results, targets, and strategies that are outlined in the department's FY 2005 Coordinated Strategic Plan. Guidelines and criteria for each of the priority results and key departmental products were developed in early 2004 and are being reviewed in light of the changes in structure and available budget.

### **New projects identified for FY2007:**

- Redesign the department's website to better address the specific needs of the agency's target audiences. The scope of this project may include new system architecture, new graphics and design, new tools and features, a security system, and enhancements to existing tools and functionality, such as the program inventory and publication order process.
- Implement requirements of the College Access Initiative, spawned from the Higher Education Reconciliation Act of 2005 (HERA), which was signed into law on February 8, 2006, by President Bush.
- Reactivate the MDHE's loan program advisory committee, which last met in December 2004. The prior committee included 14 school financial aid officers and 7 lender/servicer members.

# Vision, Mission, and Values

## Vision

Missouri will be a recognized national leader in higher education quality and performance excellence.

## Mission

To deliver an affordable, quality, coordinated postsecondary education system and increase successful participation, benefiting all Missourians.

## Values

*Customer Line:* We value our customers.

We are responsive to the needs of our diverse customer groups to ensure they receive what they want from the state's system of higher education.

*Open Line:* We value widespread access and successful participation.

We promote access to postsecondary education so that all Missourians and Missouri communities share in the economic and social benefits of education.

*Bottom Line:* We value performance and accountability.

We measure the performance of our programs and services, and communicate the results of those measurements, to ensure quality improvements and the delivery of cost-effective, high-quality programs and services.

*Front Line:* We value employee involvement.

We solicit employees' ideas and involvement in designing and delivering programs and services.

**The CBHE will continue to review its mission and services as the vision for Missouri's future changes.**

## Appendix C

### Participation Rates: Total Headcount Enrollment at Public Institutions

Fall 1981 and Fall 2001 to Fall 2005

INSTITUTION	Fall 1981	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
<b>Four-Year Colleges</b>						
Harris-Stowe State University	1,242	1,921	1,968	1,911	1,605	1,662
Missouri Southern State University	4,330	5,899	5,782	5,410	5,256	5,473
Missouri Western State University	4,259	5,102	5,197	4,928	5,065	5,248
<b>Subtotal</b>	<b>9,831</b>	<b>12,922</b>	<b>12,947</b>	<b>12,249</b>	<b>11,926</b>	<b>12,383</b>
<b>Regional Universities</b>						
Central Missouri State University	9,887	10,822	10,313	10,351	10,051	10,586
Missouri State University	14,833	18,252	18,718	18,946	19,146	18,928
Northwest Missouri State University	5,000	6,625	6,514	6,622	6,280	6,355
Southeast Missouri State University	9,122	9,348	9,533	9,568	9,545	10,277
<b>Subtotal</b>	<b>38,842</b>	<b>45,047</b>	<b>45,078</b>	<b>45,487</b>	<b>45,022</b>	<b>46,146</b>
<b>Statewide Liberal Arts University</b>						
Truman State University	6,978	6,005	5,971	5,833	5,948	5,881
<b>1890 Land-Grant University</b>						
Lincoln University	2,689	3,332	3,092	3,128	3,275	3,179
<b>1862 Land-Grant University</b>						
University of Missouri-Columbia	24,774	23,667	26,124	26,805	27,003	27,930
University of Missouri-Kansas City	11,752	12,969	13,881	14,221	14,256	14,306
University of Missouri-Rolla	7,555	4,883	5,240	5,459	5,404	5,600
University of Missouri-St. Louis	12,390	14,993	15,658	15,599	15,498	15,548
<b>Subtotal</b>	<b>66,138</b>	<b>65,849</b>	<b>69,966</b>	<b>71,045</b>	<b>71,384</b>	<b>72,444</b>
<b>PUBLIC FOUR-YEAR COLLEGE AND UNIVERSITY TOTAL</b>						
	<b>114,811</b>	<b>123,818</b>	<b>127,991</b>	<b>128,781</b>	<b>128,332</b>	<b>130,973</b>
<b>Two-Year Colleges</b>						
Crowder College	1,155	2,012	2,344	2,604	2,595	2,609
East Central College	2,040	3,462	3,320	3,269	3,337	3,486
Jefferson College	2,538	3,899	3,989	4,065	4,136	4,355
Metro Community College-Blue River	N/A	2,294	2,083	2,323	2,291	2,652
Metro Community College-Business and Technology	N/A	N/A	387	401	357	599
Metro Community College-Longview	4,749	5,792	5,802	5,712	5,603	5,538
Metro Community College-Maple Woods	2,596	5,045	4,840	4,745	4,462	4,438
Metro Community College-Penn Valley	5,354	4,376	4,526	4,479	4,825	4,808
Mineral Area College	1,469	2,878	3,093	2,946	2,820	2,930
Missouri State University-West Plains	528	1,653	1,720	1,699	1,646	1,675
Moberly Area Community College	983	3,269	3,624	3,588	3,695	3,916
North Central Missouri College	536	1,348	1,438	1,496	1,406	1,342
Ozarks Technical Community College	N/A	7,571	8,130	8,485	8,956	9,377
St. Charles Community College	N/A	6,171	6,612	6,696	6,772	6,870
St. Louis Community College-Florissant Valley	11,740	6,924	7,289	7,141	6,793	6,441
St. Louis Community College-Forest Park	7,650	6,930	7,610	7,581	7,206	7,276
St. Louis Community College-Meramec	11,572	12,296	12,607	12,733	12,139	11,611
State Fair Community College	1,588	3,355	3,290	3,391	3,062	2,916
Three Rivers Community College	1,524	2,812	2,839	3,213	3,273	2,935
<b>Subtotal</b>	<b>56,022</b>	<b>82,087</b>	<b>85,543</b>	<b>86,567</b>	<b>85,374</b>	<b>85,774</b>
<b>State Technical College</b>						
Linn State Technical College	N/A	814	875	872	868	878
<b>Public Institution Total</b>						
	<b>170,833</b>	<b>206,719</b>	<b>214,409</b>	<b>216,220</b>	<b>214,574</b>	<b>217,625</b>

Note: Effective October 9, 2006, Central Missouri

## Participation Rates:

### Historical Trend in First-Time, Full-Time Freshmen Headcount at Public Institutions

Fall 1981 and Fall 2001 to Fall 2005

INSTITUTION	Fall 1981	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
<b>Four-Year Colleges</b>						
Harris-Stowe State University	142	81	26	53	181	225
Missouri Southern State University	975	786	615	568	695	786
Missouri Western State University	804	1,100	1,135	996	1,020	1,009
<b>Subtotal</b>	<b>1,921</b>	<b>1,967</b>	<b>1,776</b>	<b>1,617</b>	<b>1,896</b>	<b>2,020</b>
<b>Regional Universities</b>						
Central Missouri State University	2,186	1,438	1,248	1,358	1,434	1,501
Missouri State University	2,527	2,511	2,707	2,675	2,697	2,630
Northwest Missouri State University	1,215	1,240	1,191	1,202	1,226	1,329
Southeast Missouri State University	1,935	1,505	1,458	1,411	1,392	1,544
<b>Subtotal</b>	<b>7,863</b>	<b>6,694</b>	<b>6,604</b>	<b>6,646</b>	<b>6,749</b>	<b>7,004</b>
<b>Statewide Liberal Arts University</b>						
Truman State University	1,482	1,458	1,445	1,312	1,478	1,442
<b>1890 Land-Grant University</b>						
Lincoln University	411	469	427	481	597	601
<b>1862 Land-Grant University</b>						
University of Missouri-Columbia	4,193	4,113	4,383	4,607	4,631	4,663
University of Missouri-Kansas City	722	737	752	765	906	1,016
University of Missouri-Rolla	1,403	693	788	871	839	879
University of Missouri-St. Louis	1,092	516	426	466	399	498
<b>Subtotal</b>	<b>9,303</b>	<b>7,986</b>	<b>8,221</b>	<b>8,502</b>	<b>8,850</b>	<b>9,099</b>
<b>PUBLIC FOUR-YEAR COLLEGE AND UNIVERSITY TOTAL</b>						
	<b>19,087</b>	<b>16,647</b>	<b>16,601</b>	<b>16,765</b>	<b>17,495</b>	<b>18,123</b>
<b>Two-Year Colleges</b>						
Crowder College	282	268	366	600	579	555
East Central College	358	488	572	544	530	493
Jefferson College	494	778	818	836	846	885
Metro Community College-Blue River	N/A	191	203	259	229	315
Metro Community College-Business and Technology	N/A	N/A	11	28	21	43
Metro Community College-Longview	622	371	606	433	457	665
Metro Community College-Maple Woods	266	442	470	392	396	571
Metro Community College-Penn Valley	300	268	259	220	259	357
Mineral Area College	316	515	585	551	549	596
Missouri State University-West Plains	100	350	365	392	342	342
Moberly Area Community College	232	536	653	740	387	562
North Central Missouri College	123	281	286	296	299	230
Ozarks Technical Community College	N/A	1,358	1,406	1,530	1,431	1,656
St. Charles Community College	N/A	548	851	1,129	1,133	1,080
St. Louis Community College-Florissant Valley	1,039	653	761	777	727	739
St. Louis Community College-Forest Park	541	426	580	517	517	478
St. Louis Community College-Meramec	1,263	842	898	1,151	1,287	1,121
State Fair Community College	268	629	603	662	530	574
Three Rivers Community College	264	430	347	539	463	515
<b>Subtotal</b>	<b>6,468</b>	<b>9,374</b>	<b>10,640</b>	<b>11,596</b>	<b>10,982</b>	<b>11,777</b>
<b>State Technical College</b>						
Linn State Technical College	N/A	373	416	362	317	375
<b>Public Institution Total</b>						
	<b>25,555</b>	<b>26,394</b>	<b>27,657</b>	<b>28,723</b>	<b>28,794</b>	<b>30,275</b>

Note: Effective October 9, 2006, Central Misso□

## Participation Rates: Historical Trend in Full-Time Equivalent (FTE) Enrollment at Public Institutions

Fall 1981 and Fall 2001 to Fall 2005

INSTITUTION	Fall 1981	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
<b>Four-Year Colleges</b>						
Harris-Stowe State University	946	1,051	1,022	967	1,063	1,196
Missouri Southern State University	3,174	4,412	4,367	4,080	4,044	4,198
Missouri Western State University	3,284	4,093	4,134	3,933	3,996	4,066
<b>Subtotal</b>	<b>7,404</b>	<b>9,556</b>	<b>9,523</b>	<b>8,980</b>	<b>9,103</b>	<b>9,460</b>
<b>Regional Universities</b>						
Central Missouri State University	9,234	8,455	8,312	8,264	8,128	8,342
Missouri State University	11,462	14,396	14,632	14,930	15,181	15,079
Northwest Missouri State University	4,380	5,362	5,296	5,209	5,017	5,139
Southeast Missouri State University	8,187	7,041	7,331	7,434	7,391	7,794
<b>Subtotal</b>	<b>33,263</b>	<b>35,254</b>	<b>35,571</b>	<b>35,837</b>	<b>35,717</b>	<b>36,354</b>
<b>Statewide Liberal Arts University</b>						
Truman State University	6,233	5,721	5,677	5,535	5,689	5,655
<b>1890 Land-Grant University</b>						
Lincoln University	2,070	2,416	2,245	2,254	2,370	2,346
<b>1862 Land-Grant University</b>						
University of Missouri-Columbia	22,313	20,233	21,807	22,557	23,400	23,704
University of Missouri-Kansas City	7,985	8,333	9,006	9,286	9,608	9,797
University of Missouri-Rolla	6,684	4,148	4,483	4,606	4,594	4,800
University of Missouri-St. Louis	8,205	8,962	9,217	9,226	9,164	9,452
<b>Subtotal</b>	<b>53,490</b>	<b>44,092</b>	<b>52,435</b>	<b>53,464</b>	<b>54,425</b>	<b>55,754</b>
<b>PUBLIC FOUR-YEAR COLLEGE AND UNIVERSITY TOTAL</b>						
	<b>94,157</b>	<b>88,902</b>	<b>97,529</b>	<b>98,281</b>	<b>99,245</b>	<b>101,568</b>
<b>Two-Year Colleges</b>						
Crowder College	812	1,290	1,532	1,730	1,766	1,736
East Central College	1,353	1,932	1,934	1,994	2,066	2,057
Jefferson College	1,628	2,597	2,667	2,740	2,837	2,930
Metro Community College-Blue River	N/A	1,237	1,256	1,435	1,401	1,570
Metro Community College-Business and Technology	N/A	N/A	225	214	186	284
Metro Community College-Longview	2,506	3,334	3,331	3,361	3,410	3,426
Metro Community College-Maple Woods	1,270	2,838	2,806	2,806	2,689	2,630
Metro Community College-Penn Valley	2,878	2,422	2,585	2,553	2,793	2,694
Mineral Area College	993	1,951	2,127	2,067	1,974	1,994
Missouri State University-West Plains	315	1,046	1,104	1,114	1,072	1,060
Moberly Area Community College	662	2,017	2,266	2,328	2,395	2,313
North Central Missouri College	367	853	912	963	909	867
Ozarks Technical Community College	N/A	4,616	5,098	5,635	5,901	6,187
St. Charles Community College	N/A	3,609	3,961	4,169	4,318	4,355
St. Louis Community College-Florissant Valley	5,636	3,823	4,151	4,103	3,933	3,748
St. Louis Community College-Forest Park	3,993	3,661	4,192	4,280	4,094	4,153
St. Louis Community College-Meramec	5,924	7,101	7,415	7,550	7,321	7,038
State Fair Community College	1,040	2,096	2,130	2,215	2,007	1,960
Three Rivers Community College	1,045	1,807	1,785	2,084	2,204	2,003
<b>Subtotal</b>	<b>30,422</b>	<b>48,230</b>	<b>51,477</b>	<b>53,341</b>	<b>53,276</b>	<b>53,005</b>
<b>State Technical College</b>						
Linn State Technical College	N/A	803	860	867	854	885
<b>Public Institution Total</b>	<b>124,579</b>	<b>137,935</b>	<b>149,866</b>	<b>152,489</b>	<b>153,375</b>	<b>155,458</b>

Note: Effective October 9, 2006, Central Misso□

## Appendix D

### Participation Rates: Total Headcount Enrollment at Private Not-for-Profit (Independent) Institutions Fall 1981 and Fall 2001 to Fall 2005

<b>INSTITUTION</b>	<b>Fall 1981</b>	<b>Fall 2001</b>	<b>Fall 2002</b>	<b>Fall 2003</b>	<b>Fall 2004</b>	<b>Fall 2005</b>
<b>Four-Year Colleges and Universities</b>						
Avila University	1,974	1,644	1,746	1,783	2,104	1,697
Central Methodist University	671	1,279	1,361	1,963	2,094	2,883
College of the Ozarks	1,560	1,395	1,345	1,348	1,348	1,333
Columbia College	2,225	8,564	8,957	10,146	11,011	11,739
Culver-Stockton College	644	821	828	835	855	840
Drury University	2,805	4,243	4,430	4,583	4,758	4,917
Evangel University	1,886	1,570	1,755	1,847	1,967	2,021
Fontbonne University	882	2,192	2,344	2,542	2,827	2,836
Hannibal-LaGrange College	434	1,099	1,117	1,128	1,067	1,056
Lindenwood University	1,916	6,446	6,940	7,838	8,615	9,076
Maryville University	1,688	3,162	3,265	3,301	3,140	3,223
Missouri Baptist University	438	3,105	3,191	3,656	4,058	4,460
Missouri Valley College	482	1,577	1,600	1,625	1,641	1,635
Park University	3,037	9,482	10,123	11,868	12,548	13,275
Rockhurst University	3,299	2,730	2,870	2,765	2,764	2,944
Saint Louis University	9,324	13,522	14,004	14,386	14,549	14,966
Southwest Baptist University	1,510	3,564	3,536	3,552	3,375	3,422
Stephens College	1,262	669	652	647	705	826
Washington University	10,855	12,187	12,767	13,020	13,380	13,383
Webster University	5,197	15,402	17,442	18,740	19,038	18,594
Westminster College	714	770	785	821	861	918
William Jewell College	1,746	1,369	1,430	1,274	1,310	1,331
William Woods University	838	1,659	1,813	2,173	2,191	2,577
<b>Subtotal</b>	<b>55,387</b>	<b>98,451</b>	<b>104,301</b>	<b>111,841</b>	<b>116,206</b>	<b>119,952</b>
<b>Two-Year Colleges</b>						
Cottey College	N/A	326	305	289	270	314
Wentworth Military Academy and Junior College	232	312	325	583	619	328
<b>Subtotal</b>	<b>232</b>	<b>638</b>	<b>630</b>	<b>872</b>	<b>889</b>	<b>642</b>
<b>Independent Institution Total</b>	<b>55,619</b>	<b>99,089</b>	<b>104,931</b>	<b>112,713</b>	<b>117,095</b>	<b>120,594</b>
<b>STATE TOTAL</b>	<b>226,452</b>	<b>305,808</b>	<b>319,340</b>	<b>328,933</b>	<b>331,669</b>	<b>338,219</b>

## Participation Rates:

### Historical Trend in First-Time, Full-Time Freshmen Headcount at Private Not-for-Profit (Independent) Institutions

Fall 1981 and Fall 2001 to Fall 2005

<b>INSTITUTION</b>	<b>Fall 1981</b>	<b>Fall 2001</b>	<b>Fall 2002</b>	<b>Fall 2003</b>	<b>Fall 2004</b>	<b>Fall 2005</b>
<b>Four-Year Colleges and Universities</b>						
Avila University	141	156	129	152	132	154
Central Methodist University	193	244	233	223	185	223
College of the Ozarks	327	272	267	253	268	241
Columbia College	296	149	137	141	166	151
Culver-Stockton College	224	199	224	219	182	155
Drury University	242	422	476	496	440	489
Evangel University	344	402	442	440	423	423
Fontbonne University	134	154	183	194	190	187
Hannibal-LaGrange College	100	165	170	154	166	137
Lindenwood University	328	567	674	781	917	820
Maryville University	135	247	280	318	313	322
Missouri Baptist University	41	170	150	194	211	204
Missouri Valley College	175	408	426	401	376	359
Park University	89	132	149	94	116	131
Rockhurst University	347	295	213	244	305	370
Saint Louis University	707	1,330	1,409	1,377	1,456	1,521
Southwest Baptist University	405	475	281	309	304	305
Stephens College	375	128	122	139	157	203
Washington University	1,071	1,264	1,330	1,349	1,440	1,376
Webster University	173	388	381	419	452	393
Westminster College	224	248	207	240	231	270
William Jewell College	363	242	342	357	286	302
William Woods University	241	207	241	203	195	230
<b>Subtotal</b>	<b>6,675</b>	<b>8,264</b>	<b>8,466</b>	<b>8,697</b>	<b>8,911</b>	<b>8,966</b>
<b>Two-Year Colleges</b>						
Cottey College	N/A	179	155	150	146	184
Wentworth Military Academy and Junior College	106	45	78	54	43	98
<b>Subtotal</b>	<b>106</b>	<b>224</b>	<b>233</b>	<b>204</b>	<b>189</b>	<b>282</b>
<b>Independent Institution Total</b>	<b>6,781</b>	<b>8,488</b>	<b>8,699</b>	<b>8,901</b>	<b>9,100</b>	<b>9,248</b>
<b>STATE TOTAL</b>	<b>32,336</b>	<b>34,882</b>	<b>36,356</b>	<b>37,624</b>	<b>37,894</b>	<b>39,523</b>

## Participation Rates:

### Historical Trend in Full-Time Equivalent (FTE) Enrollment at Private Not-for-Profit (Independent) Institutions

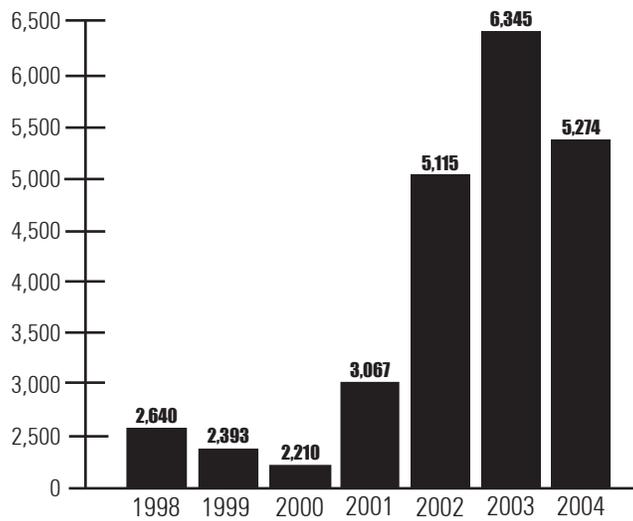
Fall 1981 and Fall 2001 to Fall 2005

<b>INSTITUTION</b>	<b>Fall 1981</b>	<b>Fall 2001</b>	<b>Fall 2002</b>	<b>Fall 2003</b>	<b>Fall 2004</b>	<b>Fall 2005</b>
<b>Four-Year Colleges and Universities</b>						
Avila University	1,326	1,143	1,205	1,252	1,341	1,255
Central Methodist University	651	1,147	1,050	1,193	1,446	1,566
College of the Ozarks	1,246	1,433	1,395	1,432	1,565	1,425
Columbia College	1,105	5,793	5,994	6,787	7,318	7,709
Culver-Stockton College	597	802	815	825	851	835
Drury University	1,774	3,098	3,211	3,345	3,457	3,596
Evangel University	1,808	1,499	1,671	1,773	1,841	1,915
Fontbonne University	717	1,701	1,740	1,938	2,178	2,176
Hannibal-LaGrange College	345	861	891	873	889	970
Lindenwood University	1,069	5,020	4,994	6,053	6,873	7,310
Maryville University	1,174	2,209	2,318	2,374	2,490	2,433
Missouri Baptist University	288	1,792	1,815	2,079	2,310	2,470
Missouri Valley College	456	1,431	1,482	1,496	1,512	1,500
Park University	1,344	3,561	3,967	4,586	4,650	4,887
Rockhurst University	2,125	1,922	1,941	1,916	1,937	2,124
Saint Louis University	7,232	9,686	10,301	10,592	10,701	11,547
Southwest Baptist University	1,451	2,553	2,547	2,556	2,526	2,530
Stephens College	1,241	576	567	551	590	698
Washington University	8,696	10,649	10,869	11,313	11,351	11,512
Webster University	2,211	9,242	10,559	11,351	11,487	11,123
Westminster College	694	757	775	813	843	903
William Jewell College	1,549	1,176	1,235	1,247	1,275	1,290
William Woods University	803	1,115	1,848	1,528	1,596	1,816
<b>Subtotal</b>	<b>39,902</b>	<b>69,166</b>	<b>73,190</b>	<b>77,873</b>	<b>81,027</b>	<b>83,590</b>
<b>Two-Year Colleges</b>						
Cottey College	N/A	330	315	305	287	327
Wentworth Military Academy and Junior College	205	200	211	328	341	236
<b>Subtotal</b>	<b>205</b>	<b>530</b>	<b>526</b>	<b>633</b>	<b>628</b>	<b>563</b>
<b>Independent Institution Total</b>	<b>40,107</b>	<b>69,696</b>	<b>73,716</b>	<b>78,506</b>	<b>81,655</b>	<b>84,153</b>
<b>STATE TOTAL</b>	<b>164,686</b>	<b>207,631</b>	<b>223,582</b>	<b>230,995</b>	<b>235,030</b>	<b>239,611</b>

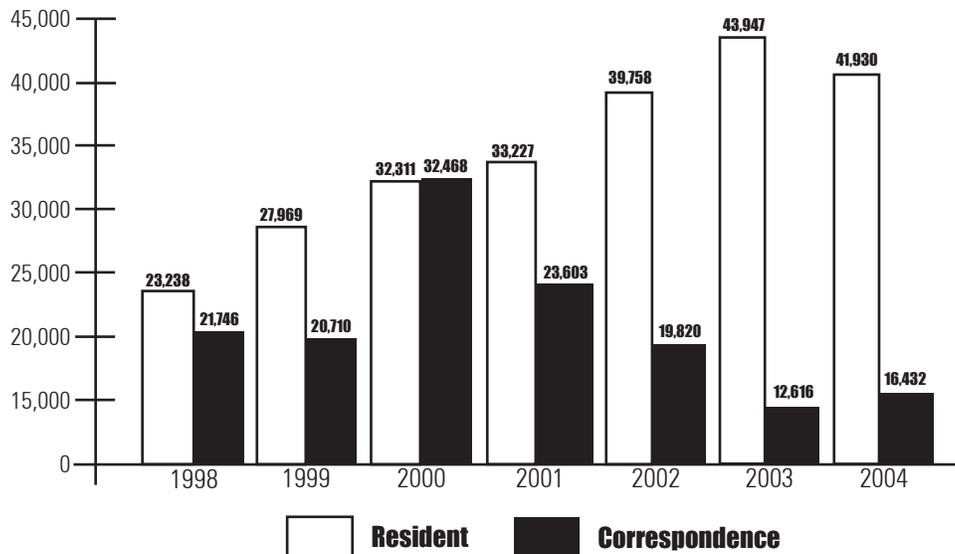
## Appendix E

### Proprietary School Enrollment

#### Non-Missouri Degree-Granting Schools



#### Missouri Private Career Schools



## Appendix F

### ACADEMIC PROGRAM ACTIONS Fiscal Year 2006 Summary Organized by Type of Program Action

#### I. Programs Discontinued (Total Category Count = 35)

##### Certificates (Count = 10)

- C0, Advanced Studies in Accounting (12-05) **Rockhurst University**
- C0, Computer Technology (12-05) **Rockhurst University**
- C1, Culinary Arts (10-05) **OTCC**
- C1, Hospitality Lodging Management (10-05) **OTCC**
- C1, Hospitality Management (10-05) **OTCC**
- C1, Manufacturing Technology (10-05) **OTCC**
- C1, Medical Transcription (10-05) **OTCC**
- C1, Telecommunications Technology (06-06) **LSTC**
- C2, Culinary Arts Food Service (10-05) **OTCC**
- C2, Radiologic Technology (02-06) **SE MO Hospital College of Nursing & Health Sciences**

##### Associates (Count = 3)

- AAS, Hospitality Lodging Management (10-05) **OTCC**
- AAS, Manufacturing Technology (10-05) **OTCC**
- AAS, Telecommunications Technology (06-06) **LSTC**

##### Baccalaureate (Count = 20)

- BA, Arts Management (12-05) **Culver-Stockton College**
- BA, Communication Studies (12-05) **Stephens College**
- BA, International Studies (12-05) **Stephens College**
- BA, Law, Philosophy, & Rhetoric (12-05) **Stephens College**
- BA, Law, Philosophy, & Rhetoric (12-05) **Stephens College**
- BA, Mathematical Science (12-05) **Stephens College**
- BA, Political Science (12-05) **Stephens College**
- BA, Sociology (12-05) **Culver-Stockton College**
- BA, Spanish (12-05) **Stephens College**
- BA, Theatre Arts (12-05) **Rockhurst University**
- BLS, English with Writing Option (12-05) **Rockhurst University**
- BS, Agriculture (12-05) **SEMO**
- BS, Chemistry (12-05) **Culver-Stockton College**
- BS, Computer Information Systems (12-05) **Culver-Stockton College**
- BS, Computer Information Systems (12-05) **Rockhurst University**
- BS, Computer Technology (12-05) **Rockhurst University**
- BS, Finance/ Accounting (12-05) **Rockhurst University**
- BS, Environmental Biology (12-05) **Stephens College**
- BS, Medical Technology (12-05) **Culver-Stockton College**
- BS, Music Education (12-05) **Culver-Stockton College**

**Graduate (Count = 2)**

MIHE, Master of Integrated Humanities and Education (12-05) **Culver-Stockton College**  
 ME, Education (12-05) **Stephens College**

**II. Programs Placed on Inactive Status (Total Category)**

None

**III. New Programs Not Approved**

None

**IV. Approved Changes in Academic Programs (Total Category Count = 90)**

**(Options Inactivated/Deleted, Options Added, Titles Changed, Certificates Added, and/or Programs Combined)**

**Certificates (Count = 19)**

C0, Missouri Peace Officer (CIP 43.0103) (02-06) **MSSU**  
 C0, Viticulture (02-06) **MAC**  
 C1, Air Conditioning and Heating Technology (10-05) **ECC**  
 C1, Auto Collision Repair Technology (10-05) **OTCC**  
 C1, Business Technology (04-06) **OTCC**  
 C1, CCNA and CCNP (04-06) **MCC**  
 C1, CCNA and Security (04-06) **MCC**  
 C1, Culinary Arts (12-05) **Jefferson College**  
 C1, Dental Assisting (10-05) **OTCC**  
 C1, Global Studies (06-06) **MACC**  
 C1, Heating, Air Conditioning and Refrigeration Technology (10-05) **ECC**  
 C1, Heating, Refrigeration & A/C (10-05) **OTCC**  
 C1, Nursing Practical (10-05) **OTCC**  
 C1, Paralegal (CIP 23.0302) (02-06) **MSSU**  
 C1, Paramedic Technology (02-06) **MAC**  
 C1, Practical Nursing (02-06) **NCMC-NWTS**  
 C1, Welding Technology (Master Welder Program) (06-06) **OTCC**  
 C2, Computer Aided Design and Engineering Technology (12-05) **Jefferson College**  
 C2, Paramedic (CIP 51.0904) (02-06) **MSSU**

**Associates (Count = 26)**

AA, Associate of Arts (10-05) **MACC**  
 AA, Associate of Arts (06-06) **OTCC**  
 AAS, Business Management (12-05) **SFCC**  
 AAS, Business Management (02-06) **SFCC**  
 AAS, Business Management (10-06) **Crowder College**  
 AAS, Business Technology (04-06) **OTCC**  
 AAS, Child and Family Development (06-06) **MSU-WP**  
 AAS, Computer Aided Design and Engineering Technology (12-05) **Jefferson College**  
 AAS, Computer Information Systems (10-05) **Jefferson College**  
 AAS, Computer Science and Information Systems (04-06) **MCC**

AAS, Culinary Arts (10-05) **OTCC**  
 AAS, Culinary Arts (12-05) **Jefferson College**  
 AAS, Electronics Engineering Technology (12-05) **LSTC**  
 AAS, Graphic Design Technology (10-05) **OTCC**  
 AAS, Heating, Air Conditioning, and Refrigeration Technology (10-05) **ECC**  
 AAS, Heating, Refrigeration & A/C (10-05) **OTCC**  
 AAS, Horticulture Services Operations Technology (02-06) **MAC**  
 AAS, Hospitality Management (10-05) **OTCC**  
 AAS, Hospitality Management (04-06) **OTCC**  
 AAS, Marine Technology (Off-sites 0135 and 0461) (04-06) **SFCC**  
 AAS, Networking Systems Technology (06-06) **LSTC**  
 AAS, Nursing (1 + 1 Program) (Site 0310) (02-06) **NCMC**  
 AAS, Paramedic Technology (02-06) **MAC**  
 AAS, Secretarial Science (02-06) **SFCC**  
 AAS, Welding Technology (06-06) **OTCC**  
 AS, Computer Aided Drafting and Design Engineering Technology (02-06) **MSSU**

#### **Baccalaureate (Count = 20)**

BA, Chemistry (04-06) **SEMO**  
 BA, Mass Communication (04-06) **SEMO**  
 BA, Theatre and Dance (04-06) **SEMO**  
 BFA, Performing Arts (04-06) **SEMO**  
 BIS, Interdisciplinary Studies (CIP 30.9999) (02-06) **UMSL**  
 BS/BA, Business Administration (10-05) **HSSU**  
 BS/BA, Management (12-05) **SEMO**  
 BS, Agricultural Economics (06-06) **UMC**  
 BS, Biochemistry (10-05) **MSSU**  
 BS, Biology (10-05) **MSSU**  
 BS, Biology (04-06) **UMKC**  
 BS, Business and Management Systems (06-06) **UMR**  
 BS, Communication (10-05) **MSU**  
 BS, Computer Engineering (02-06) **UMR**  
 BS, Earth Sciences (04-06) **UMKC**  
 BS, Engineering Technology (04-06) **SEMO**  
 BS, Finance (10-05) **NWMSU**  
 BS, Mathematic (06-06) **UMC**  
 BSHES, Personal Financial Planning (10-05) **UMC**  
 BSME, Mechanical Engineering (06-06) **UMC**

#### **Graduate (Count = 25)**

GRCT, Electric Machine and Drives (06-06) **UMR**  
 GRCT, Electrical Power Systems Engineering (06-06) **UMR**  
 GRCT, Explosive Engineering (10-06) **UMR**  
 GRCT, Financial Mathematics (06-06) **UMR**  
 GRCT, Local Government Management (10-06) **UMSL**  
 GRCT, Nurse Educator Post Master's Graduate Certificate (12-05) **UMKC**  
 GRCT, Psychology of Leadership (02-06) **UMR**  
 GRCT, Wireless Networks and Mobile Systems (06-06) **UMR**

MA, Human Environmental Studies (04-06) **SEMO**  
 MA, Secondary Education (04-06) **SEMO**  
 MBA, Business Administration (10-05) **LU**  
 MPA, Public Affairs (Site 1010 and Site 0117) (10-06) **UMC**  
 MS, Applied Mathematics (06-06) **UMR**  
 MS, Computer Science (06-06) **UMKC**  
 MS, Dental Hygiene Education (collaboration between MSSU and UMKC) (06-06) **MSSU**  
 MS, Electrical Engineering (06-06) **UMR**  
 MS, Personal Financial Planning (10-05) **UMC**  
 MSA, Administration (Deleted) (04-06) **SEMO**  
 MSN, Nursing (12-05) **UMKC**  
 MSN, Nursing (Collaboration between MSSU and UMKC) (CIP 51.1601) (04-06) **MSSU**  
 JD, Law (04-06) **UMKC**  
 PhD, Applied Mathematics (10-05) **UMSL**  
 PhD, Computer Science (06-06) **UMR**  
 PhD, Electrical (06-06) **UMR**  
 PhD, Electrical Engineering (6-06) **UMR**

**V. Received and Reviewed Changes in Programs (Independent Colleges and Universities) (Total Category Count = 24)  
 (Options Inactivated/Deleted, Options Added, Titles Changed, Certificates Added, and/or Programs Combined)**

**Certificates (Count = 3)**

C0, Bilingual Emphasis for Communication Sciences Disorders (12-05) **Rockhurst University**  
 C0, Journalism (Non-Degree Seeking Students) (12-05) **Rockhurst University**  
 C1, Pre-Medical Post Baccalaureate Certificate (12-05) **Rockhurst University**

**Associates (Count = 1)**

AAS, Nursing (Basic and Completion) (02-06) **SE MO Hospital College of Nursing & Health Sciences**

**Baccalaureate (Count = 19)**

BA, Business Communication (12-05) **Rockhurst University**  
 BA, Communication (12-05) **Rockhurst University**  
 BA, English (12-05) **Rockhurst University**  
 BA, French (12-05) **Rockhurst University**  
 BA, Nonprofit Leadership Studies (12-05) **Rockhurst University**  
 BA, Organizational Communication and Leadership (12-05) **Rockhurst University**  
 BA, Spanish (12-05) **Rockhurst University**  
 BFA, Graphic Design (12-05) **Stephens College**  
 BS, Biology (12-05) **Rockhurst University**  
 BS, Business Administration (12-05) **Culver-Stockton College**  
 BS, Chemistry (12-05) **Rockhurst University**  
 BS, Communication Sciences and Disorders (12-05) **Rockhurst University**  
 BS, Entrepreneurship and Business Administration (12-05) **Stephens College**  
 BS, Mass Media (12-05) **Stephens College**  
 BS, Mathematics (12-05) **Rockhurst University**  
 BS, Physics (12-05) **Rockhurst University**  
 BS, Speech & Theatre Education (12-05) **Culver-Stockton College**

BSBA, Business Administration (12-05) **Rockhurst University**

BSN, Nursing (12-05) **Rockhurst University**

**Graduate (Count = 1)**

MBA, Master of Business Administration (12-05) **Rockhurst University**

**VI. Program Changes Requested and Not Approved**

None

**VII. Programs Withdrawn (Total Category Count = 1)**

**Associates (Count = 1)**

AAS, Nursing (LPN/RN Bridge) (02-06) **TRCC**

**VIII. New Programs Approved (Total Category Count = 47)**

**Certificates (Count = 4)**

C1, Medical Billing and Coding (10-05) **StLCC/FP**

C1, Pharmacy Technician (04-06) **NCMC**

C2, Teaching Assistant/Substitute Teacher (Elementary and Special Education) (02-06) **SEMO**

C2, Teaching Assistant/Substitute Teacher (Middle and Secondary Education) (02-06) **SEMO**

**Associates (Count = 11)**

AAS, Business Management (06-06) **SFCC** (off site – Osage Beach (site 0461))

AAS, Computer Graphics and Programming (10-05) **MSU-WP**

AAS, Early Childhood Education (10-05) **ECC**

AAS, Education Paraprofessional (10-05) **STCHAS**

AAS, Fire Science Technology (02-06) **MSU-WP**

AAS, Health Care Management (04-06) **NCMC**

AAS, Para-Educator (10-05) **ECC**

AAS, Pharmacy Technician (04-06) **NCMC**

AAS, Power-sports Technology (02-06) **LSTC**

AAS, Surgical Technology (04-06) **OTCC**

AS, Computer Science (04-06) **STLCC**

**Baccalaureate (Count = 16)**

BA, Theatre and Dance (10-05) **UMSL**

BS, Alternative Energy (12-05) **NWMSU**

BS, Applied Advertising (06-06) **NWMSU**

BS, English (Comprehensive Major) (02-06) **NWMSU**

BS, Environmental Science (12-05) **LU**

BS, Exercise and Movement Science (06-06) **MSU**

BS, Geographic Information Systems (06-06) **NWMSU**

BS, Justice Studies (12-05) **MSSU**

BS, Juvenile Justice (12-05) **MSSU**

BS, Manufacturing Engineering Technology (06-06) **MWSU**

BS, Marine Biology (10-05) **NWMSU**

*(for delivery at NWMSU and the Gulf Coast Research Laboratory of the Univ. of Southern Mississippi)*

BS, Nanoscale Science (06-06) **NWMSU**

BS, Public Relations (10-05) **MSU**

BS, Sociology (06-06) **MWSU**

BS, Socio-Political Communication (10-05) **MSU**

BSBA, Management Completion (10-05) **CMSU**

*(for Off-site delivery in Lee's Summit)*

#### **Graduate (Count = 16)**

GRCT, Teaching of Writing (06-06) **MWSU**

MA, Environmental Studies (02-06) **CMSU**

MBA, Business Administration (04-06) **UMR**

MS, Bioinformatics (06-06) **UMKC**

MS, Biotechnology (12-05) **NWMSU**

MS, Dental Hygiene Education (04-06) **UMKC**

*(for off-site delivery at MSSU (Site Code 2040))*

MS, Early Childhood and Family Development (02-06) **MSU**

MS Quality (12-05) **NWMSU**

MSED, Educational Leadership: Elementary (10-05) **NWMSU**

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

MSED, Educational Leadership: Secondary (10-05) **NWMSU**

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

MSED, Reading (10-05) **NWMSU**

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

MSED, Special Education (10-05) **NWMSU**

Cross-Categorical

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

MSED, Teaching Elementary (10-05) **NWMSU**

Elementary (Self-Contained)

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

MSED, Educational leadership: P-12 (10-05) **NWMSU**

*(for off-site delivery at southern Iowa sites via on-site, ICN, and online classes )*

EDS, Superintendent (10-05) **NWMSU**

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

EDS, Educational Leadership Development (10-05) **SEMO**

*(for delivery at SEMO campus, Sikeston Area Higher Education Center, Crisp Bootheel Education Center-Malden, Kennett Area Higher Education Center, Perryville Higher Education Center, TRCC, MACC and Jefferson College)*

#### **IX. New Programs Received and Reviewed (Independent Colleges and Universities) (Total Category Count = 11)**

##### **Associates (Count = 1)**

AS, Nursing (off-site at Lake of the Ozarks (0198)) (02-06) **Columbia College**

**Baccalaureate (Count = 6)**

BA, Religion (12-05) **Midwest Theological Seminary**

BAS, Child Development (06-06) **Hannibal-LaGrange College**  
*(off-site delivery at TRCC via on-site instruction and ITV)*

BS, Athletic Training (10-05) **Culver-Stockton College**

BS, Management Information Systems (10-05) **Culver-Stockton College**

BSE, Early Childhood Education (10-05) **Hannibal-LaGrange College**

BSE, Elementary Education (10-05) **Hannibal-LaGrange College** **–(off-site at TRCC)**

**Graduate (Count = 4)**

MA, Theology (12-05) **Midwest Theological Seminary**

M.Div., Divinity (12-05) **Midwest Theological Seminary**

D.Min., Ministry (12-05) **Midwest Theological Seminary**

EDS, Education Specialist (10-05) **Missouri Baptist University**

Educational Administration (Superintendent)

Teacher Leader (Instruction and Learning)

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

## Appendix G

### Missouri State Student Aid Provided during SFY2006

<b>Program</b>	<b>Number of Students</b>	<b>Dollar Amounts</b>
Bright Flight Scholarship	8,401	\$15,963,112.64
Charles Gallagher Grants	12,634	\$16,568,570.00
Missouri College Guarantee Program	4,159	\$8,637,331.75
Missouri College PLUS (GEAR UP)	15	\$23,568.00
GEAR UP Scholarships	19	\$135,913.00
Marguerite Ross Barnett Memorial Scholarship	217	\$425,828.50
Public Service Officer Survivor Grants	11	\$47,045.00
Vietnam Veteran's Survivor Grants	15	\$43,234.00
<b>Totals</b>	<b>25,471</b>	<b>\$41,844,602.89</b>

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# **Missouri Coordinating Board for Higher Education**

**Kathryn Swan**

Cape Girardeau  
Chair

**Gregory Upchurch**

St. Louis  
Vice Chair

**Duane E. Schreimann**

Jefferson City  
Secretary

**Martha L. Boswell**

Columbia

**David Cole**

Cassville

**Lowell C. Kruse**

St. Joseph

**Jeanne Patterson**

Kansas City

**Anthony Thompson**

St. Louis

*“In the end, it is important to remember...  
we cannot become what we need to be  
remaining what we are.”*

—Max Depree,  
*Leadership is an Art*,  
Doubleday, 1989



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## **AGENDA ITEM SUMMARY**

### **AGENDA ITEM**

Higher Education Accountability (Performance Funding)  
Coordinating Board for Higher Education  
December 14, 2006

### **DESCRIPTION**

The Coordinating Board, presidents and chancellors of public institutions, and Missouri Department of Higher Education (MDHE) staff have initiated a process to place a renewed emphasis on an accountability framework for Missouri's system of public higher education. The Office of the Governor has also indicated interest in the implementation of a system of accountability for higher education in conjunction with proposed increases in base funding levels for public institutions, as well as the potential re-introduction of performance funding in Missouri. The intent of this agenda item is to provide the board with an update regarding the development of an accountability framework.

### **Background**

In April 2006, the Coordinating Board discussed the importance of a higher education accountability system for the state and agreed on making this issue a priority for its future work. In a move toward that end, in June 2006, the board established a standing strategic planning committee to ensure long-term planning as a foundation for developing an improved higher education accountability system. The board acknowledged the significance of working with institutional leaders to engage in vision / mission development, establishing underlying assumptions, and identifying a limited set of goals and performance indicators for individual institutions as well as for the system as a whole. In addition, the board agreed that a revised framework should build on the foundation of a 20-year history of accountability initiatives in Missouri, including major initiatives such as the work of the Task Force on Critical Choices.

### **Working Toward a Unified Framework**

Discussions of a renewed framework continued through the summer of 2006 and received focused attention at the annual retreat of the Coordinating Board in August 2006. More recently, public presidents and chancellors, MDHE staff, and several Coordinating Board members met with representatives of the Office of the Governor on October 23, 2006, to discuss expectations regarding proposals on accountability and tuition stability / restraint in conjunction with increases in FY 2008 base funding levels for institutions. The Office of the Governor and other policymakers have clarified that a re-implementation of performance funding could be linked to a revised accountability framework and that there was a strong preference / receptivity to a unified proposal being set forth collectively by all public sectors and institutions, preferably before the end of the 2006 calendar year.

Coordinating Board for Higher Education  
December 14, 2006

In response to these directives, institutions agreed to work through their sector associations in constructing proposals on accountability and tuition stability. The most recent proposals on accountability developed by each sector are included as Attachment A.

On November 27, 2006, the Coordinating Board and MDHE staff convened a meeting with presidents and chancellors, policymakers, and representatives from the Office of the Governor and the legislature at department offices in Jefferson City. The focus of the meeting was to examine individual proposals from the sectors and MDHE staff as well as to clarify processes for meeting the target deadline of having a response to the Governor prior to the end of the calendar year.

At the meeting, attendees reached consensus that both short- and long-term approaches were necessary in developing a revised accountability framework. In the short-term, stakeholders should agree on a limited set of system-wide goals and/or driving questions as well as a draft set of proposed indicators for measurement of progress toward these goals. MDHE staff agreed to propose a consensus document to integrate sector and department perspectives for presentation to the Office of the Governor. Attendees also stressed the importance of defining specific, tangible goals and indicators that would transparently illustrate the quality and efficiency of Missouri public colleges and universities as well as spotlight areas for improvement. In addition, it was agreed that informal exchange with the governor's office should occur prior to submitting a formal proposal. In the long-term, attendees and other interested stakeholders are committed to finalizing a limited set of relevant indicators linked to each of the defined goals, clarifying definitions and reporting parameters as needed, defining benchmarks and targets for improvement, and agreeing upon timelines for implementation and proposed targets.

### **Short-Term Process / Next Steps**

Following the November 27, 2006, meeting, MDHE staff distributed the attached integrated document, *An Accountability System for Missouri's Public Colleges and Universities*, which defines a set of assumptions, recommended major goal statements and questions, and potential indicators for each goal/question based upon individual sector proposals (Attachment B).

A conference call is being scheduled with the leadership of each sector to determine the extent of commonality across sectors and the next steps in communicating with the governor's office.

### **Conclusion**

The Coordinating Board and MDHE staff are committed to building on Missouri's 20-year history of accountability initiatives, working with institutions, policymakers, and other interested stakeholders to focus on growth and improvements in the quality and efficiency of higher education to the benefit of students and taxpayers.

Clearly, several leadership positions at higher education institutions, at the Coordinating Board, and at the MDHE have turned over since the development of Missouri's previous approaches to accountability. In addition, with the national visibility placed on these issues, most notably by the publication of *Measuring Up 2006* and the September 2006 report of the *Commission on the Future of Higher Education*, there is certainly momentum to reconsider institutional and statewide strategic

goals, as well as the indicators that will measure and illustrate their progress. The Coordinating Board is committed to working with institutional leadership, the Office of the Governor, and legislative champions to further strengthen Missouri's commitment to transparent accountability in higher education.

### **STATUTORY REFERENCE**

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

### **RECOMMENDED ACTION**

This is a discussion item only.

### **ATTACHMENT(S)**

Attachment A: Sector Submissions on Accountability

Attachment B: An Accountability System for Missouri's Public Colleges and Universities

**Indicators of Effectiveness for Performance Funding  
Submitted by Community Colleges on August 8, 2006**

The Presidents and Chancellors Council of Missouri Community Colleges believes that additional future state appropriations to the two-year public community colleges could be accomplished by performance contracting or agreements with the Department of Higher Education (DHE). Performance indicators used to drive future funding or measure and reward sector effectiveness should be developed through statewide conversations, and reflect the unique mission of our institutions.

Accordingly, once funding levels from the General Assembly reach FY 2002 amounts, the indicators detailed in this document are based upon the following assumptions:

1. Performance funding indicators should be sector- and mission-driven.
2. All data and subsequent analysis used for the measurement of statewide indicators must be collected and managed under the coordination of DHE.
3. Performance funding indicators should be directly related to student learning and core outcome measures.
4. After core budgets are met, additional funds should be made available through performance contracts based on improving access, quality, efficiency, and addressing state-wide higher education needs.
5. Although the indicators should be common among the community colleges across the State, each community college must be allowed to set its own “performance target” within an indicator. Such a strategy will allow for institutional flexibility and create an environment in which each community college can maximize its performance without competing against the other colleges for statewide funds.
6. Any changes, revisions or additions to these indicators must be reviewed and discussed by the presidents and chancellors before adoption by the sector through the Department of Higher Education.

The proposed performance indicators below are organized according to the role and scope of Missouri community colleges. While community colleges often use additional measures to assess their own effectiveness — statewide performance funding indicators should utilize consistent data among and between each college. The indicators listed reflect sound public policy, relevant statutory responsibilities, and the philosophical mission of Missouri community colleges.

**1. Transfer Preparation**

*Are community college students academically prepared for transfer?*

Performance Indicator:

Identify the number of students who transfer after completing 12 credit hours of college-level work at their community college (excludes developmental courses) and determine the percentage with a GPA of 2.0 or higher at their transfer college one year after transferring. *(Within this category, further analysis related to the subset of students who complete the 42 general education core may be evaluated.)*

## **2. Career/Technical Preparation**

*Do community college career/technical education students find employment in, or a related field?*

Performance Indicator:

Identify the percentage of career/technical graduates who fall into one or more of the following categories within 180 days of graduation, including:

- Employed in a related field;
- Continuing their education; or
- Serving in the military.

## **3. Academic Performance**

*Are community college students acquiring the necessary general education knowledge/skills to be a well-informed citizen and compete successfully with native four-year students?*

Performance Indicators:

- Identify the percentage of students who score at or above an institutionally developed target on the college's general education assessment.
- Identify the percentage of graduates who successfully pass licensure/accrediting examinations.

## **4. Preparation for College Work**

*Do community college students who enroll with academic deficiencies in mathematics, English and/or Reading achieve college-level outcomes?*

Performance Indicators:

- Determine the percentage of developmental students from an entering cohort who complete a degree/certificate, or complete the 42-hour general education core with a total GPA of 2.0 or higher, or successfully transfers within a five-year period.
- Determine the percentage of developmental students who after completing the last developmental course in a subject area, then complete the first college-level course in that subject area with a "C" or better.

**5. Workforce Development**

*Are area employees and employers satisfied that community college workforce training programs are improving the skills/knowledge of the area's workforce?*

**Performance Indicator:**

If selected and appropriate, this indicator needs to be developed in collaboration with community colleges, employers, and DHE.

**6. Access and Affordability**

*Does the community college provide appropriate educational access and opportunities to residents of its service area?*

**Performance Indicator:**

If selected and appropriate, this indicator needs to be developed in collaboration with the community colleges and DHE.

**Reaction to an Accountability System for Missouri's  
Public Colleges and Universities**

**State Technical College Sector (Linn State Technical College)  
Submitted November 30, 2006**

General Reaction:

In general, the document looks appropriate.

Specific Reactions:

- Missouri public higher education will work collaboratively to ensure greater transfer student success. Although there are few students who report problems in transferring to a baccalaureate institution in light of portions in the law, 1) “ -- to facilitate the transfer of technology to Missouri business and industry directly through the graduation of technicians,” 2) “ -- not including associate of arts --,” it is probably appropriate to exempt Linn State Technical College from this goal.
- Missouri public higher education will produce more college graduates who meet existing and prospective employer needs for a well-trained workforce.

Wouldn't it be appropriate to add, “Three-year graduation rates” as a measure for two-year institutions?

**COPHE: Proposal Regarding Performance Measures  
Submitted December 4, 2006**

**I. Purpose of Performance Goals**

The major justifications for performance goals are to:

1. Align institutional goals with Missouri's overall needs for public higher education;
2. Monitor achievement and encourage improvement in performance; and
3. Provide an additional element of accountability for our constituents, consumers, and policy makers.

Presumably, the goals will address broad purposes such as access, attainment, affordability, economic development, quality of life, and health. The goals will be most meaningful if they align with a well-conceived long-term agenda for public higher education in Missouri. COPHE stands ready to work with DHE, the legislature, the Governor, and other policy makers to develop that agenda. The goals will have additional credibility if they also reflect the national dialogue on higher education performance areas as revealed in assessment methods such as Measuring Up or in the report of the Spellings Commission.

Each performance goal should have one or more quantifiable, regularly measurable performance indicator by which progress is evaluated. It is critical that these indicators reflect differentiation of institutional mission. These indicators will best function if (a) they are generated by the individual institutions themselves (as suggested below with reference to institutions competing with themselves), and (b) the indicators be accompanied by a statement of institutional mission and context that will facilitate proper interpretation of the goals for each institution.

**II. Performance Indicators**

Performance indicators should be straight-forward, transparent, and easily displayed to the public by institutions and by DHE. They could be divided into two categories: statewide goals/indicators (which all institutions are expected to address) and institutional goals (which are unique to each institution and are driven by our missions and particular needs).

**III. Statewide Performance**

A number of candidates for this kind of performance goal should be considered, but as an initial strategy, COPHE recommends the following six goals for performance measurement:

1. **Access for/enrollment of underserved students:** this could be operationalized as the number of Pell-eligible students or the number of students from ethnic minority groups who enroll; alternatively, these two could be combined into an index of underserved student populations.
2. **Numbers of transfers from two-year colleges to four-year institutions:** a measure that will reflect an improved integration of the system of higher education and that connects us to our colleagues at the two-year institutions.

3. **Persistence:** presumably most easily and reliably measured by first to second year retention rates.
4. **Completion:** typically expressed as six-year graduation rates, although there may be other measures that consider issues such as the impact of transfers in and out of each institution and/or the admissions profile of specific institutions' student body. Whether Missouri is equipped to gather this measure on a statewide basis is not clear.
5. **Student learning outcomes and students' experience and level of satisfaction:** a number of possibilities under this category. The NSSE is a widely used measure of the quality of the student experience; there are other similar measures. Licensure pass rates may provide good evidence for learning outcomes in professional programs. Perhaps we could have a menu of options, from which institutions would be expected to choose two or three. With such an approach, the state could obtain data on a number of measures, but no one institution would have the burden of addressing all of them. In view of the high profile national discussion of measures of learning outcomes, it may be useful to consider use of the CLA as a common valued-added measure.
6. **Cost containment and affordability:** each institution would be expected to publish an annual report summarizing the policies and procedures it has used to contain costs and increase institutional efficiency. These reports would not be standardized, but institutions would be expected to publish them on their web page and distribute them via other mechanisms so that the public would be made more aware of statewide efforts to promote affordability. Without prescribing any particular metric for institutions to include in these reports, those reports that do include national, comparative cost data would be the most compelling from the point of view of the public and policy makers.

#### **IV. Institutional Performance**

Each institution should be asked to develop three to five unique goals reflecting its mission, region, or special priorities. These might address research achievements or graduate/professional education, minority student enrollment and degree production, teacher preparation, degree production in focus fields such as METS, or commercialization of intellectual property.

#### **V. Timeline**

Prior to June 30, 2007, the nature of each performance indicator (both the statewide and the institution-specific) will be defined and these definitions approved by DHE. Each institution will propose annual targets for their indicators for a three-year period. Each institution will negotiate its annual targets of progress on each statewide performance measure and their annual targets on their unique measures for each of the next three years, starting with FY 2008. This strategy recognizes individual missions and means that each institution strives to reach goals that it has set for its unique institutional context.

**An Accountability System for Missouri's Public Colleges and Universities  
Prepared by MDHE staff for Review by COPHE, MCCA, and Linn State  
November 28, 2006**

**Assumptions**

- Missouri's public colleges and universities are committed to designing a coordinated long-term agenda that is responsive to state needs and guides the development of an accountability system for public higher education.
- Consumers, constituents, and policymakers should have easy access to information organized around major goals that will benefit Missouri students and families.
- Each major goal should have one or more agreed-upon regularly measured performance indicators to ensure ownership, credibility, and usability throughout the public higher education system.
- Accountability data should be straightforward, transparent, accurate, and involve meaningful comparisons with past performance, peer groups, and/or aspiration (benchmark) groups.
- A limited number of statewide indicators applicable to all institutions and institutional-specific indicators linked to mission should be included.
- An accountability system that results in continuous improvement and provides evidence of student learning gains is labor intensive and requires sufficient resource commitments.
- The MDHE will provide data management and analysis, as well as coordinate negotiations with respect to new/existing statewide indicators.
- Performance funding as a budget strategy should be an outgrowth of an accountability system; should involve only a small percentage of new dollars; and should only be implemented after an agreed-upon model has been developed.

**Major Goals/Questions**

- **Missouri public higher education will provide greater access and affordability for Missouri citizens, especially for underrepresented groups.**

*Are more Missouri citizens gaining access to higher education?*

**Potential Measure(s)**

Pell-eligible students or ethnic minorities that enroll in higher education

Publication of institutional annual reports on policies and procedures used to contain costs and increase institutional efficiencies (use of national comparative cost data, while not required, would be compelling)

- **Missouri public higher education will work collaboratively to ensure greater transfer student success.**

*Are more Missouri two-year students becoming successful transfer students?*

**Potential Measure(s)**

Number of two- to four-year transfers

Percentage of two-year transfer students (those completing 12 or more credit hours of collegiate-level work at a two-year institution) who have a 2.0 or higher GPA one year after transfer.

An indicator could also be developed related to students who transfer after completing the 42-hour general education core.

- **Missouri public higher education will produce more college graduates who meet existing and prospective employer needs for a well-trained workforce**

*Are Missouri's public colleges and universities producing more quality graduates prepared to meet employer needs?*

**Potential Measure(s)**

Percentage of career technical education students who fall into one or more of the following categories within 180 days of graduation, including:

- Employed in a related field;
- Continuing their education; or
- Serving in the military

First to second-year retention rates

Six-year graduation rates

Percentage of students who successfully pass licensure/accrediting examinations

Percentage of students who score at or above an institutionally developed target on the college's general education assessment

- **Missouri public higher education will provide evidence of student learning gains and student experience/level of satisfaction**

*Are Missouri's public colleges and universities adding value to a student's education and are students satisfied with their educational experience?*

**Potential Measure(s)**

Results from the National Survey of Student Engagement (NSSE)

Use of CLA as a common value-added measure

Percentage of developmental students from an entering cohort who complete a degree/certificate, or complete the 42-hour general education core with a total GPA of 2.0 or higher, or successfully transfer within a five-year period.

Percentage of developmental students who after completing the last developmental course in a subject area, then complete the first college level course in that subject area with a "C" or better.

- **Missouri public higher education will help position the state to have a globally competitive economy**

*Is the economic development and quality of life in Missouri improving due to the contributions of its public higher education system?*

**Potential Measure(s)**

To be developed

- **Missouri public higher education will provide easily accessible postsecondary information to consumers, constituents and the Missouri taxpayer.**

*Does Missouri have a consume-friendly data system that can be used for better decisions by consumers, constituents, and taxpayers?*

**Potential Measure(s)**

Quantifiable agreed-upon indicators for each key goal have been identified.

Baseline data have been established.

Benchmarks have been determined.

Targets and timelines have been specified.

Data have been disseminated for public access.

## AGENDA ITEM SUMMARY

### AGENDA ITEM

Tuition Policy Development for Public Higher Education  
Coordinating Board for Higher Education  
December 14, 2006

### DESCRIPTION

The Coordinating Board for Higher Education (CBHE), presidents and chancellors of public institutions, and Missouri Department of Higher Education (MDHE) staff are working to create a coordinated statement on approaches to tuition policies at Missouri's public colleges and universities. The Office of the Governor has indicated interest in receiving ideas surrounding tuition controls in conjunction with proposed increases in base funding levels for public institutions. The intent of this agenda item is to provide the board with a progress update regarding the development of a coordinated statement on tuition.

### Background

On a national level, several recent reports have focused attention on the affordability of a college education. *Measuring Up 2006*, assigned almost all states an 'F' for affordability of postsecondary education based on percentage of family income as compared to cost of attendance, state investment in need-based financial aid, and average borrowing by undergraduate students. The final report of the Commission on the Future of Higher Education, empanelled by Secretary of Education Margaret Spellings, highlighted affordability as a major policy area that needs attention. The continual rise in tuition at many institutions at a greater rate than inflation and family income is seen as unacceptable by many policymakers. Several factors, including state appropriations, family income, and inflation, are being reviewed in detail as states and institutions grapple with identifying new policy initiatives to curb tuition increases to a more reasonable rate.

These issues are also of concern in Missouri. On October 23, 2006, public presidents and chancellors, MDHE staff, and several Coordinating Board members met with representatives of the Office of the Governor, to discuss expectations regarding proposals on accountability and tuition stability/restraint in conjunction with proposed increases in FY 2008 base funding levels for institutions. The Office of the Governor and other policymakers have stated an interest in directing significant base funding increases to higher education institutions on the condition that such funding conditions are linked to a formal commitment regarding future tuition levels.

While there is awareness that setting tuition levels is the responsibility of individual institutional governing boards, there is consensus that a statement of basic principles regarding the relationship between future tuition levels and state appropriations is appropriate. Institutions agreed to work through their sectors in constructing proposals on future tuition decisions that will ultimately be made by each institutional governing board.

Coordinating Board for Higher Education  
December 14, 2006

On November 27, 2006, Coordinating Board members and MDHE staff convened a meeting with presidents and chancellors and representatives from the Office of the Governor and the legislature. The focus of the meeting was to discuss ideas about upcoming tuition decisions by institutional governing boards for FY 2008 forward, as well as to define processes for meeting the target deadline of having ideas to share with the Office of the Governor on tuition control prior to the end of the calendar year.

At the meeting, attendees reached consensus that both short- and long-term approaches were desirable in developing a coordinated approach to future tuition decisions at public institutions. In the short-term, attendees agreed that the impact of external factors on tuition, the relative stability of many major institutional costs, as well as descriptions of ongoing efficiency and cost containment initiatives would provide valuable contextual information about tuition decisions.

Institutions agreed to explore minimizing or eliminating increases in tuition contingent on the amount of state funding. The importance of incorporating adaptability to unique institutional missions, existing long-range plans, and to the level and timeline of any proposed increases in state appropriations was acknowledged. The sectors are exploring their level of agreement on tuition decisions relative to the amount of state funding that may be recommended for FY 2008.

### **Next Steps**

Following the November 27, 2006, meeting, each sector group agreed to share information that would further define important characteristics and elements to be included in a coordinated statement on tuition decisions. A conference call occurred on Friday, December 8, 2006 with the leadership of each sector group to determine the extent of commonality across sectors and the next steps in communicating with the governor's office.

In the longer term, the CBHE and MDHE will work with institutional presidents and chancellors and their representatives on refining the funding formula for higher education in ways that would acknowledge differences in institutional mission in per-FTE appropriations and that would consider linkages between tuition and appropriations as a crucial factor in any revised state funding formula. Attendees also proposed that informal exchange with the Governor and his staff should occur prior to submitting a formal proposal.

### **Conclusion**

Confronting the challenges associated with higher education affordability is an important issue that will require our best thinking. The Coordinating Board and MDHE will play a crucial role in helping to forge a reasoned and coordinated approach to tuition decisions that will increase access to higher education and positively contribute to greater predictability so that prospective students and families can plan with reasonable expectations about the total resources that will be needed for the duration of their collegiate work. While tuition levels are established by individual institutional governing boards, the CBHE is committed to working with all interested parties to more clearly communicate the relationships among tuition and other factors, most notably state appropriations and fixed costs, and to facilitate effective consideration of tuition decisions in the long-range planning of institutions, policymakers, and students.

**STATUTORY REFERENCE**

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

**RECOMMENDED ACTION**

This is a discussion item only.

**ATTACHMENT(S)**

None