

Coordinating Board for Higher Education

Agenda of Meeting

9:00 AM

Thursday

December 10, 2009

**Gravois / Osage Rooms
Resort & Yacht Club at Toad Cove
Lake Ozark, MO**

COORDINATING BOARD FOR HIGHER EDUCATION

Lowell C. Kruse, Chair, St. Joseph

Gregory Upchurch, Vice Chair, St. Louis

Doris J. Carter, Secretary, Florissant

David Cole, Cassville

Mary Beth Luna Wolf, St. Louis

Jeanne Patterson, Kansas City

Kathryn Swan, Cape Girardeau

Helen Washburn, Columbia

TIME: 9:00 AM
Thursday
December 10, 2009

PLACE: Gravois / Osage Rooms
Resort & Yacht Club at Toad Cove
2359 Bittersweet Road
Lake Ozark, MO 65049

Schedule of Events December 9 - 10, 2009

Wednesday, December 9, 2009

- 12:00 – 2:00 pm **Commissioner Search Subcommittee Meeting**
Grand Glaize Room
Resort & Yacht Club at Toad Cove
2359 Bittersweet Road
Lake Ozark, MO 65049
- 2:00 – 5:30 pm **CBHE Work Session / CBHE Executive Session (if necessary)**
Grand Glaize Room
Resort & Yacht Club at Toad Cove
2359 Bittersweet Road
Lake Ozark, MO 65049
- 6:30 – 8:00 pm **CBHE Dinner**
Resort & Yacht Club at Toad Cove
2359 Bittersweet Road
Lake Ozark, MO 65049

Thursday, December 10, 2009

- 9:00 am – 2:00 pm **CBHE / PAC Meeting / CBHE Executive Session (if necessary)**
Gravois / Osage Rooms
Resort & Yacht Club at Toad Cove
2359 Bittersweet Road
Lake Ozark, MO 65049

Executive Session

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

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

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

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

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

Representatives by Statute

Public Four-Year Universities

Dr. Henry Givens, Jr., President
Harris-Stowe State University

Dr. Carolyn Mahoney, President (COPHE President)
Lincoln University

Dr. Bruce Speck, President
Missouri Southern State University

Dr. Michael Nietzel, President
Missouri State University

Dr. John Carney III, Chancellor
Missouri University of Science and Technology

Dr. Robert Vartabedian, President
Missouri Western State University

Dr. John Jasinski, President
Northwest Missouri State University

Dr. Ken Dobbins, President
Southeast Missouri State University

Dr. Darrell Krueger, President
Truman State University

Dr. Aaron Podolefsky, President
University of Central Missouri

Mr. Gary Forsee, President
University of Missouri

Dr. Brady Deaton, Chancellor
University of Missouri-Columbia

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

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

Public Two-year Colleges

Dr. Alan Marble, President
Crowder College

Dr. Edward Jackson, President
East Central College

Dr. Raymond Cumiskey, President
Jefferson College

Dr. Jackie Snyder, Chancellor
Metropolitan Community Colleges

Dr. Steven Kurtz, President
Mineral Area College

Dr. Evelyn Jorgenson, President
Moberly Area Community College

Dr. Neil Nuttall, President
North Central Missouri College

Dr. Hal Higdon, President
Ozarks Technical Community College

Dr. John McGuire, President
St. Charles Community College

Dr. Zelema Harris, Chancellor
St. Louis Community College

Dr. Marcia Pfeiffer, President (MCCA President)
St. Louis Community College – Florissant Valley

Dr. Marsha Drennon, President
State Fair Community College

Dr. Devin Stephenson, President
Three Rivers Community College

Public Two-year Technical College

Dr. Donald Claycomb, President
Linn State Technical College

Independent Four-year Colleges and Universities

Dr. Mark Lombardi, President
Maryville University of St. Louis

Dr. Marianne Inman, President
Central Methodist University

Dr. Dennis Golden, President
Fontbonne University

Dr. Mark S. Wrighton, Chancellor
Washington University

Four-year alternate:

Dr. James Evans, President
Lindenwood University

Independent Two-year Colleges

Dr. Judy Robinson Rogers, President
Cottey College

Two-year alternate:

Col. William Sellers, President
Wentworth Military Academy and Junior College

COORDINATING BOARD FOR HIGHER EDUCATION

TIME: 9:00 am
Thursday
December 10, 2009

PLACE: Gravois / Osage Rooms
The Resort & Yacht Club
Lake Ozark, MO

AGENDA

- | | <u>Tab</u> | <u>Presentation by:</u> |
|---|------------|-------------------------------------|
| I. Introduction | | |
| A. Call to Order | | Lowell Kruse, Chair |
| B. Confirm Quorum | | Board Secretary |
| C. Commissioner Search | | Lowell Kruse |
| D. Committee Reports | | |
| 1. Audit Committee | | |
| 2. Student Loan / Financial Aid Committee | | |
| 3. Strategic Planning Committee | | |
| 4. Strategic Communications Committee | | |
| 5. Nominating Committee | | |
| E. Election of Officers | | Lowell Kruse |
| II. Presidential Advisory Committee | | |
| A. Legislation Implementation Update | A | Zora Mulligan |
| B. 2010 Legislative Session | B | Zora Mulligan |
| C. Budget Update | C | Paul Wagner |
| D. Missouri Budget Issues | | Jim Moody
Independent Consultant |
| E. Civic Council of Kansas City Initiative Update | | TDB |
| F. Capital Prioritization Guidelines Update | D | Paul Wagner |
| III. Action Items | | |
| A. Minutes of the September 10, 2009 CBHE Meeting
Minutes of the September 30, 2009 CBHE Conference Call | | Board Chair |
| B. Proposed 2011 CBHE Meeting Dates and Locations | E | Board Chair |
| C. Facility Review Summary Report | F | Zora Mulligan |

COORDINATING BOARD FOR HIGHER EDUCATION

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|---|---|---------------|
| D. <i>Imperatives for Change</i> Update | G | Tim Gallimore |
| E. Joint Report on Missouri Western State University Associate Degrees | H | Tim Gallimore |
| F. Curriculum Alignment Initiative (CAI) | I | Tim Gallimore |
| G. Certification for Participation in Financial Aid Programs | J | Leroy Wade |

IV. Consent Calendar

- | | | |
|--|---|---------------|
| A. Distribution of Community College Funds | K | Paul Wagner |
| B. Proprietary School Certification Actions and Reviews | L | Leroy Wade |
| C. Appointments to the Proprietary School Advisory Committee | M | Leroy Wade |
| D. Annual Report of the State Student Financial Aid Committee | N | Leroy Wade |
| E. State Student Financial Aid Committee Membership | O | Leroy Wade |
| F. Student Loan Program Update | P | Janet Roling |
| G. Early College Workgroup Update | Q | Tim Gallimore |
| H. International Programs Update | R | Tim Gallimore |
| I. Academic Program Actions | S | Tim Gallimore |
| J. State Longitudinal Data System Update | T | Tim Gallimore |
| K. Higher Education Subcommittee of the Homeland Security Advisory Council Update | U | Tim Gallimore |

V. Items for Discussion, Consideration, and Possible Vote

- | | | |
|---|---|---------------|
| A. Cape Girardeau Coalition Update on Expanding Access | V | Robert Stein |
| B. Federal Stimulus Funding Opportunities Update | | Tim Gallimore |
| C. P-20 Council Update | | Lowell Kruse |
| D. Report of the Commissioner | | Robert Stein |

COORDINATING BOARD FOR HIGHER EDUCATION

Executive Session

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**COORDINATING BOARD FOR HIGHER EDUCATION
MINUTES OF MEETING
September 10, 2009**

The Coordinating Board for Higher Education (CBHE) met at 8:00 am on Thursday, September 10, 2009, at the Hyatt St. Louis Riverfront in St. Louis, MO.

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

	Present	Absent
Doris Carter	X	
David Cole	X	
Jeanne Lillig-Patterson		X
Lowell Kruse	X	
Mary Beth Luna Wolf	X	
Kathryn Swan	X	
Greg Upchurch		X
Helen Washburn	X	

Commissioner Search

Ms. Zora AuBuchon updated members on the status of the search for a new commissioner of higher education. The CBHE is in the process of deciding two critical issues: which search firm to engage, and finalizing the critical position requirements.

The Board sent requests for bids to several search firms and received two responses. MDHE staff is contacting references for feedback on each. The Board will make its decision on which firm to engage within the next few weeks.

MDHE staff has been in contact with presidents and chancellors and other stakeholders to develop and revise a document that reflects the critical requirements of the commissioner's position. Some of the major issues identified include: on-campus experience, degree level, ability to operate within Missouri's political structures, positive relationship with the Office of the Governor, and have appreciation for the role that research plays in higher education and economic development. Ms. AuBuchon advised that revised critical position requirements would be distributed based upon recent feedback and comments received during the September 2009 CBHE meeting.

Committee Reports

Student Loan / Financial Aid Committee

Mr. David Cole advised that the committee received an update on the status of changes to the federal student loan program. Should proposed legislation pass, the Federal Family Education Loan Program (FFELP) will be eliminated and federal student loans will be processed through

the Direct Loan program. The committee also discussed state financial assistance programs including the statutory expansion of the Bright Flight program and information on Access Missouri.

Strategic Planning Committee

Commissioner Robert Stein advised that this issue will be discussed under Tab C – *Imperatives for Change*.

Strategic Communications Committee

Ms. Mary Beth Luna Wolf advised that the committee has been reviewing statewide initiatives including the Commissioner’s Blog and that of the Civic Council of Greater Kansas City. Chair Kruse stated that valuing education at all levels is an important goal, and the Civic Council is working on that issue.

Audit Committee

Ms. AuBuchon advised that there are several ongoing audits:

- Fieldwork on the USDE profitability audit of the loan program is complete; the department has not yet received information on any findings or conclusions to that audit.
- The State Auditor’s Office (SAO) is conducting its annual statewide financial statement audit of the loan program and other federal loan programs. The report will be issued in February or March 2010.
- The SAO is also conducting an annual single audit on the loan program. The MDHE does not expect to receive any findings as a result of this audit.
- The SAO contacted several institutions in connection with the Lewis and Clark Discovery Initiative (LCDI) audit. Fieldwork is complete and a draft report is under review at the SAO. There may be some findings concerning the procedure that institutions used to bid out their LCDI projects. There were also questions regarding the level of detail on invoices for reimbursement that were submitted to the MDHE and the Office of Administration. The MDHE will receive a draft copy and have an opportunity to respond to any findings prior to finalization of the report.
- The SAO’s non-financial audit of the Missouri higher education system has been ongoing since the summer. Questions at this point appear to be focused on possible duplicative programs and program review and approval. The SAO is planning on issuing a draft report in fall 2009 and a final report to the legislature in early 2010. Commissioner Stein stated that the department would share the reports when available in order to obtain a full response to any findings and recommendations.
- The BKD is currently conducting its annual audit of the loan program.

Nominating Committee

Ms. AuBuchon advised that the CBHE intends to appoint a Nominating Committee as a standing committee of the Coordinating Board. The purpose of this item is to provide formal notification of a change to the Board’s By-Laws. A formal vote will be taken to approve this change at the next CBHE meeting.

Committee Assignments (2009-2010)

- Audit– Doris Carter, Mary Beth Luna Wolf, Greg Upchurch
- Student Loan/Financial Aid– David Cole, Mary Beth Luna Wolf, Helen Washburn
- Strategic Planning – Jeanne Patterson, Kathy Swan, Greg Upchurch, Helen Washburn
- Strategic Communications – Mary Beth Luna Wolf, Kathy Swan
- Nominating – Doris Carter, David Cole, Greg Upchurch, Helen Washburn

Presidential Advisory Committee

Legislation Implementation Update

Ms. AuBuchon updated members on the current status of recent legislation. The rules promulgated in response to Senate Bill 389 (2007) require certain types of consumer information to be available on institution websites in time to inform students registering for fall 2009 classes. Institutions reported compliance with the statute, and MDHE staff verified those aspects that are publicly available.

There are several programs that remain unfunded including the War Veterans' Survivors Grant, the Studies in Energy Conservation program, the Missouri Teaching Fellows program, and a tuition waiver program for foster youth. The MDHE was directed to not request appropriations for previously unfunded programs for FY 2011.

The MDHE has new responsibility for the administration of two scholarships that were assigned to the department through the budget process. These are the Minority Teaching Scholarship and the Minority and Underrepresented Environmental Literacy program. The MDHE is administering awards for the fall 2009 semester.

Facility Review Update

Ms. AuBuchon updated members about the facility review process conducted over the summer. She expressed appreciation for the efforts of institutions during this process. After the September 2009 CBHE meeting, the MDHE will begin drafting a report on review of campus facilities that will be submitted to the CBHE at an upcoming meeting. The report will summarize findings at each institution, within sectors, and any statewide findings. The report may be used to help communicate the effect a consistent lack of capital funding has had on Missouri's institutions.

Commissioner Stein advised that the report will also be used to assist the subcommittee in revising the current policy of the prioritization of capital projects.

Imperatives for Change (IFC) Update

Dr. Tim Gallimore updated members on the status of progress on the current phase of IFC implementation. MDHE staff continues to work with public and independent institutions on

remaining issues such as target goals, indicators, strategic actions, and peer institutions and benchmarks.

The IFC baseline report was provided to the governor's staff in response to the Governor's request for a management dashboard. The dashboard provides a range of issues in which the department and the higher education system are involved. The dashboard will be updated and provided to the governor's office each month beginning in October 2009.

Representative Chris Kelly

State Representative Chris Kelly spoke to the CBHE, presidents, and chancellors about the potential for a general obligation bond to be used as a funding mechanism for capital improvements on college and university campuses. A joint resolution for the bond, proposed by Representative Kelly and Representative Steven Tilley, was introduced last legislative session but failed to gain final approval from the legislature.

Representative Kelly advised that now is an ideal time to issue bonds due to interest rates and material and labor costs. Federal stimulus funding could be used to pay as much as one-third of the interest and payments on the bonds. Missouri has wasted time, but with quick action on the part of supporters, the issue could be on the ballot in April 2010 and funds could be appropriated to begin construction.

Representative Kelly urged higher education to appoint a representative from each sector to act as liaison on this issue and to keep communications open. If we are organized and share information, we will know where to put pressure.

Action Items

Minutes

Mr. Cole made a motion to **approve the minutes of the June 11, 2009 CBHE meeting and the minutes of the July 20, 2009 CBHE conference call**. Dr. Washburn seconded the motion, and the motion carried unanimously.

Proposed Legislation for Next Session

Ms. AuBuchon briefed the Board on potential initiatives that the Governor may identify for the coming session as well as initiatives that the CBHE may like to move forward.

- *A+ Expansion* would allow students who meet certain criteria to receive an A+ award. *Missouri Promise* would provide those who complete an A+ scholarship at a community college to attend a four-year public university at little or no cost to the student. This was a priority for the governor during his campaign. There is support for these initiatives, but their success depends upon available funding.
- *Transfer of scholarship programs to the MDHE*. The governor identified consolidating various loan and scholarship programs to the MDHE as a priority in order to realize

savings through consolidation. The MDHE recommends seeking statutory authority to administer these programs.

- *Clarification of the Bright Flight scholarship.* The MDHE recommends seeking clarification as to the award amounts that students in the top three percent of ACT/SAT test-takers are eligible to receive. In addition, the MDHE recommends an adjustment to the language regarding deferment of the award in order to better serve eligible students who enter the military after high school.
- *Inflationary increases for Access Missouri.* Currently, the Board can only recommend inflationary increases to the Access Missouri program every three years. The MDHE recommends seeking authority to request inflationary increases yearly.
- *Strengthening proprietary certification standards.* Proposed legislation would enhance consumer protection and increase the rigor of the certification process. The MDHE would also seek authority to charge late fees in the certification process. A current policy question is if the proprietary certification program should become self-supporting by charging additional fees.
- *Election administration for community college districts.* The MDHE does not have expertise in this area and would seek to have this responsibility moved to the office of the Secretary of State.
- *Requiring independent institutions to provide the MDHE with certain student data.* The MDHE would prefer not to pursue this initiative through legislation. Several independent institutions are currently in discussion with the MDHE on development of a pilot project on this issue.

Kathy Swan made a motion to recommend **that the Coordinating Board direct MDHE staff to pursue these legislative initiatives during the 2010 legislative session.** Doris Carter seconded the motion, and the motion carried unanimously.

Recommendations for Public Institutions' Base Operating Appropriations

Mr. Paul Wagner advised that the Office of Administration Budget & Planning (OAB&P) would not consider a funding increase for FY 2011 without an accompanying equivalent recommendation for reduction. MDHE is not recommending a funding increase in the official budget request to be submitted to the governor's office.

The new decision items for FY 2011 are provided per a request from OA B&P due to the nature of the federal stimulus funding within institutions' base operating appropriations. The decision items reflect the dollar amount of federal stabilization funds that are currently supplanting general revenue in each institution's core budget. This does not necessarily mean that general revenue funds will be available to continue the current level of appropriation.

Mr. Wagner identified two errors in the attachment. The base and total amounts requested for community colleges are off by \$5 million; this will be corrected when the recommendation is read. Funding for the Missouri Kidney Program and MOREnet are from federal sources other than stabilization funds so do not need new decision items.

Ms. Carter made a motion to recommend **that the Coordinating Board approve the FY 2011 core institutional appropriation request, totaling \$961,515,803, which includes requested**

general revenue replacement for the \$104,786,639 of federal budget stabilization dollars, for submission to the Governor and General Assembly. Ms. Swan seconded the motion, and the motion carried unanimously.

FY 2011 Capital Improvements Recommendations

Mr. Wagner advised that the staff recommendation on capital is very similar to the list provided this summer to the Joint Committee on Capital Improvements and Leasing (JCCI). The unfunded Lewis and Clark Discovery Initiative (LCDI) projects continue to be the top priority for the CBHE. Staff did not adjust scores on the remaining recommended projects unless there was a change brought forward by the institution. The prioritized list remains similar to the original ranking provided to the JCCI.

The CBHE and MDHE used the current guidelines on capital prioritization to rank capital projects. There is a common belief that since these guidelines have not been updated in many years that they should be reviewed and subsequently revised if necessary. In addition, after the facility reviews were completed, it was noted that several potentially key criteria were not visible in the existing guidelines. To address this situation, institutions are providing names of representatives to work with the MDHE to develop revised guidelines for review by the CBHE.

Ms. Carter made a motion to recommend **that the Coordinating Board approve the establishment of the remaining Lewis and Clark Discovery projects as the top priorities for any available funding for higher education capital projects and direct the Commissioner of Higher Education to communicate this action to the Governor and General Assembly.**

It is further recommended that the Coordinating Board approve the attached Capital Improvement Priorities list and direct the Commissioner of Higher Education to transmit these priorities to the Governor and General Assembly.

It is further recommended that the Coordinating Board direct the Commissioner of Higher Education to work with representatives from COPHE, MCCA, and Linn State to review existing CBHE guidelines on capital improvement priorities and make recommendations for changes to improve the policy, including the addition of a formal methodology for ranking future capital requests.

Ms. Swan asked if there is an expected completion date for the revised capital prioritization guidelines. Mr. Wagner stated that ideally new guidelines would be in place before institutions begin planning their requests for review by their respective boards in the spring.

Commissioner Stein stated that this topic requires adequate conversation among presidents and chancellors and recommended that draft guidelines be developed for the December 2009 CBHE meeting. The December draft would be for discussion only and not for action, and a final version would be provided for action at the February 2010 meeting.

Dr. Washburn seconded the motion, and the motion carried unanimously.

Recommendations for MDHE Operating and Student Financial Assistance Appropriations

The departmental and financial assistance program budgets are operating under the same directive as institutions in that no funding increases would be considered without a corresponding reduction in another area. There was language in the directive from OA B&P regarding exceptions for mandatory expenditures. Staff had requested an exception for Bright Flight in order to provide the statutory increase to awards and an exception for Access Missouri in order to maintain award levels. OA did not consider these programs mandatory.

Ms. Swan made a motion to recommend **that the Coordinating Board approve the CBHE FY 2011 MDHE internal budget and student financial assistance appropriation request, as presented, for submission to the Governor and General Assembly.** Ms. Mary Beth Luna Wolf seconded the motion, and the motion carried unanimously.

Alternative Operating Budget Recommendations

While it is unlikely that additional funding will become available in FY 2011, MDHE staff feels it is important to have some record of what would be needed and where additional investment should be made.

Ms. Carter made a motion to recommend **that the board direct the Commissioner of Higher Education to transmit the alternative budget request to ensure the Governor and the General Assembly are aware of the magnitude of need faced by higher education institutions for maintaining quality and opportunity should additional funding become available.** Ms. Swan seconded the motion, and the motion carried unanimously.

Certification for Participation in Financial Aid Programs

Mr. Leroy Wade advised that 92 institutions from different sectors currently participate in state financial assistance programs. South Central Career Center located in West Plains has made application to the department to become an approved institution and, based on staff review, the institution meets the statutory requirements. CBHE approval would allow South Central Career Center to begin disbursing Access Missouri funds for the 2010-2011 academic year.

Mr. Wade noted that the institution is only approved through the end of September 2010. The MDHE is moving into a cycle whereby all institutions apply for re-approval every three years. This end of eligibility date will place South Central Career Center on the same cycle as all other institutions.

Ms. Luna Wolf made a motion to recommend **that the Coordinating Board for Higher Education approve South Central Career Center to participate in the state student financial assistance programs administered by the Coordinating Board for Higher Education until recertification of institutional eligibility occurs in September of 2010.** Dr. Washburn seconded the motion, and the motion carried unanimously.

Commissioner's Priorities – FY 2010

Commissioner Stein stated that, during the August retreat, the CBHE asked for an analysis of the Commissioner's FY 2010 priorities relative to those established for FY 2009. In addition, the CBHE directed that the establishment of priorities be more transparent; therefore, this item will

become a regular annual update and action item. Commissioner Stein explained the background of each priority and why it was included for FY 2010, or why it was removed or changed from FY 2009.

Commissioner Stein provided a brief explanation of the outcomes from the August 6, 2009 CBHE retreat. The CBHE meets with presidents and chancellors throughout the year, but there are other constituents and key players in the state, and many of those were invited to the retreat. The new Commissioner of Education and the President of the State Board of Education made meeting with the Board that morning a priority, and the Missouri School Boards' Association were invited to the afternoon session. Members of the Civic Council of Kansas City were in attendance due to their work on forging a Missouri higher education 501(3)(c) organization and a political action committee. Representatives from the House and Senate as well as the Department of Economic Development and the FACT Board attended.

The group raised questions about how Missouri can do business differently. We do not want to look back ten years from now and realize that we did not make the kind of difference that has to happen if Missouri is going to be competitive. P-20 is seen as a vehicle to move agendas forward and to engage the governor. The group made a commitment to design a public statement that will grab the imagination and will focus on education and the workforce for the future of Missouri. Commissioner Stein stated that the group did not want to get so far out front that other champions are left behind.

Dr. Washburn made a motion to recommend **that the Coordinating Board for Higher Education accept the FY 2010 priorities for the Commissioner of Higher Education. It is further recommended that the board direct the Commissioner of Higher Education to provide a report on these priorities to the Coordinating Board at its June 10, 2010 meeting.** Ms. Luna Wolf seconded the motion, and the motion carried unanimously.

Ms. Swan asked if the priorities could be used to develop a matrix for an annual commissioner evaluation. Chair Kruse state that could be helpful as the department continues developing the management dashboard.

Consent Calendar

Commissioner Stein advised that there is a correction to Tab R – Academic Program Actions. The approved program change for Missouri Western State University should include an Applications of Computer Technology option to the BS, Computer Information Systems degree.

Chair Kruse asked Dr. Gallimore to update the CBHE on mission review. Concerns of the Board include: What is the end goal? Where are there gaps? What happens next?

Dr. Gallimore responded that the charge to reinstitute mission review is to ensure that the institutions are planning in ways that reflects their assigned missions and that implementation plans are aligned with *Imperatives for Change*. Other goals of mission review are to identify ways to achieve better regional efficiencies and to avoid unnecessary duplication.

In addition, mission review may assist in highlighting new opportunities as funds become available. This can include programs and sectors of excellence that would be candidates for enhancement funding.

Ms. Swan made a motion **to approve the Consent Calendar as amended**. Dr. Washburn seconded the motion, and the motion carried unanimously.

Items for Discussion, Consideration, and Possible Vote

P-20 Council Update

Chair Kruse stated that the Missouri P-20 Council is offering a session during the Governor's Conference on Economic Development. Council members from DESE, the State Board of Education, the MDHE, the CBHE, Early Childhood, and the Department of Economic Development will be part of the panel. The Council will meet at the conclusion of the conference to discuss next steps.

The new P-20 statutory language now includes Dr. Karen Bartz, the Chair of the Coordinating Board for Early Childhood. In addition, the statute now provides for the governor's appointment of seven additional members. Presidents were encouraged to send names of potential appointees to the governor's office.

Report of the Commissioner

We appreciate your flexibility to adjust schedules in order to be present and visible at this conference. Presidents and chancellors who are staying for the remainder of the conference are encouraged to meet with other attendees and deliver the message of higher education's importance to the economic development of the state.

The Higher Learning Commission (HLC) and the State Higher Education Executive Officers (SHEEO) are holding a one-day conference regarding collaboration between the two organizations in order to reduce unnecessary bureaucracy for institutions. The MDHE will keep presidents and chancellors apprised as the conversation continues.

The governor's office is asking for monthly dashboard reports from agencies. There is some question as to the usefulness of a monthly report on higher education, but various reporting approaches are being considered. The MDHE will continue working with institutions to develop a dashboard for higher education and will provide an update at the December meeting.

Commissioner Stein expressed his appreciation to the MDHE staff for their dedication and to the members of the Coordinating Board for their continued commitment to higher education.

Adjournment

Ms. Swan made a motion **to adjourn the meeting**. Dr. Washburn seconded the motion, and the motion carried unanimously.

The meeting adjourned at 10:50 am.

**Roster of Guests
Coordinating Board for Higher Education
September 10, 2009**

Name	Affiliation
Zora AuBuchon	Missouri Department of Higher Education
Dawn Busick	Ozarks Technical Community College
Leanne Cardwell	Missouri Department of Higher Education
Carla Chance	St. Louis Community College
Curtis Creagh	Lincoln University
Kenneth Dean	University of Missouri
Doug Dunham	Northwest Missouri State University
Kenneth Ferguson	Lincoln University
Tim Gallimore	Missouri Department of Higher Education
Dennis Golden	Fontbonne University
Charles Gooden	Harris-Stowe State University
Constance Gully	Harris-Stowe State University
Katrina Hubbard	UMSL – Doctoral Student
Kyna Iman	Missouri Southern State University
Chris Kelly	Representative, 24 th Legislative District
Paul Kincaid	Missouri State University
Nikki Krawitz	University of Missouri System
Brian Long	COPHE
Kathy Love	Missouri Department of Higher Education
Pam McIntyre	STLCC - Wildwood
Scott Northway	Missouri Department of Higher Education
Marty Oetting	University of Missouri
Dave Rector	Truman State University
David Russell	University of Missouri System
Robin Shaw	Harris-Stowe State University
Bill Shoehigh	University of Phoenix
Jerrad Tausz	University of Phoenix
Rochelle Tilghman	Harris-Stowe State University
Laura Vedenhaupt	Missouri Department of Higher Education
Leroy Wade	Missouri Department of Higher Education
Paul Wagner	Missouri Department of Higher Education
Beth Wheeler	Missouri Western State University

**COORDINATING BOARD FOR HIGHER EDUCATION
MINUTES OF CONFERENCE CALL
September 30, 2009**

The Coordinating Board for Higher Education (CBHE) met at 10:00 am on Wednesday, September 30, 2009 via conference call. The call originated at the Missouri Department of Higher Education (MDHE) offices in Jefferson City.

Mr. Lowell Kruse, Chair, called the meeting to order. The presence of a quorum was established with the following roll call vote:

	Present	Absent
Doris Carter	X	
David Cole	X	
Lowell Kruse	X	
Jeanne Patterson	X	
Mary Beth Luna Wolf	X	
Kathryn Swan	X	
Gregory Upchurch		X
Helen Washburn	X	

MDHE staff present included Assistant Commissioner Zora AuBuchon and Executive Assistant Laura Vedenhaupt.

Recommendation for Executive Search Firm

The commissioner search subcommittee met via conference call on September 28, 2009 along with the principle investigators for two executive search firms. These firms, Harris / IIC Partners and EFL Associates, had submitted proposals in response to the Coordinating Boards' invitation for bid to be the firm hired to facilitate the search for Missouri's next commissioner of higher education.

Ms. AuBuchon advised the Board that Harris has extensive experience in higher education including commissioner searches. EFL has higher education experience but has not yet conducted a specific search for a state commissioner. MDHE staff conducted reference checks and reported that all references contacted had positive comments about the organization used during their respective searches.

As members of the subcommittee, Ms. Swan and Dr. Washburn had been involved in reading each proposal and evaluating the potential for use during this search. Ms. Swan stated that both proposals appeared very generic and would have appreciated more effort to develop the bids in response to the Board's specific needs.

Subcommittee members shared their views of the potential positive and negative aspects of each firm. The principle with EFL seemed to have a good rapport with the subcommittee and had a

general sense of the type of candidate for which the Board was searching. Harris has successfully conducted these types of searches before but indicated that they would only be able to provide a portion of their usual services due to budget constraints.

Chair Kruse stated that each firm was qualified in their own way to complete this job. However, he had concerns that none of the references provided by Harris included any of the organizations for which they had conducted commissioner searches.

Dr. Washburn made a motion **to select EFL Associates as the search firm for the Board contingent upon approval of the subcommittee and to authorize the subcommittee to move forward with final contract negotiations.** Ms. Carter seconded the motion and the motion carried with the following roll call vote: Doris Carter – aye; David Cole – aye; Lowell Kruse – aye; Mary Beth Luna Wolf – aye; Jeanne Patterson – aye; Kathy Swan - aye; and Helen Washburn – aye.

MDHE staff was directed to arrange a face-to-face meeting with representatives from EFL and the subcommittee along with any other interested members of the Coordinating Board to discuss details of the proposal and contract.

Critical Position Requirements

Ms. AuBuchon reminded the Board that two controversial issues remained to be decided regarding the critical position requirements for the next commissioner: degree level and campus experience.

After discussion, Ms. Swan made a motion that **the doctoral degree and campus experience elements of the critical position requirements should be “preferred” rather than “required”.** Dr. Washburn seconded the motion, and the motion carried with the following roll call vote: Doris Carter – aye; David Cole – aye; Lowell Kruse – aye; Mary Beth Luna Wolf – aye; Jeanne Patterson – aye; Kathy Swan - aye; and Helen Washburn – aye.

Adjournment

Dr. Washburn made a motion **to adjourn.** Ms. Carter seconded the motion, and the motion carried with the following roll call vote: Doris Carter – aye; David Cole – aye; Lowell Kruse – aye; Mary Beth Luna Wolf – aye; Jeanne Patterson – aye; Kathy Swan - aye; and Helen Washburn – aye.

AGENDA ITEM SUMMARY

AGENDA ITEM

Legislation Implementation Update
Coordinating Board for Higher Education
December 10, 2009

DESCRIPTION

The MDHE continues to track its progress implementing the provisions of recently passed higher education-related legislation. A description of each new law and progress in implementation is provided as an attachment. This item contains a brief summary of some areas in which the MDHE has made particularly significant progress since the September 2009 board meeting.

Updates Provided Elsewhere on the Agenda

Detailed information regarding implementation of several new laws is provided elsewhere in the agenda. The Curriculum Alignment Initiative (CAI) initiated by [SB 389](#) (2007) will be discussed in Tab K in the Action Items section of the agenda. The P-20 Council established by [SB 389](#) and strengthened by [SB 291](#) (2009) will be discussed the Items for Discussion, Consideration, and Possible Vote section of the agenda. [SB 389](#) also required the establishment of performance measures; these will be discussed in connection with the board item on *Imperatives for Change*.

Consumer Information

[SB 389](#) (2007) also included a provision requiring the posting of “consumer information” on institutions’ websites, a requirement that is now codified in [§ 173.1004, RSMo](#). The CBHE approved a rule, [6 CSR 10-9.010](#), on the implementation of this provision in October 2007. The rule requires institutions to have posted general course information by August 1, 2008, and faculty evaluations to inform students registering for fall 2009 classes. The MDHE surveyed institutions to ascertain the extent to which these requirements have been met and concluded that all institutions appear to have met the deadlines.

Higher Education Student Funding Act

Another provision of [SB 389](#) (2007) established the Higher Education Student Funding Act (HESFA). MDHE staff recently identified errors in the way some institutions’ statutorily and policy-defined “tuition” amounts were calculated. Those calculations have been corrected, and the affected institutions have been notified. The recalculation also affected the “average tuition,” as defined by statute and policy. The correct “average tuition” amount for the 2009-10 academic year is \$6,144. Notices indicating which institutions have above-average tuition, have below-average tuition, or are exempt from the HESFA for the 2010-11 academic year will be distributed on or before December 1, 2009. Information about inflation for 2009 will be

Coordinating Board for Higher Education
December 10, 2009

available in mid-January; by January 16, 2010, MDHE staff will send each institution a notice indicating the amount by which the statute permits the institution to raise tuition without potential penalty.

STATUTORY REFERENCES

Chapter 173, RSMo, Department of Higher Education
Section 173.005.2(7), RSMo, Curriculum alignment
Section 160.800, RSMo, P-20 Council
Section 173.1006, RSMo, Establishment of performance measures
Section 173.1004, RSMo, Consumer information
Sections 173.1000-1004, RSMo, Higher Education Student Funding Act

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

Legislation Implementation Matrix

NEW CBHE DUTIES IMPOSED BY HIGHER EDUCATION-RELATED LEGISLATION

ITEMS REQUIRING ONGOING ATTENTION

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
Bills Passed in 2009						
SB 291	P-20 Council	This omnibus education bill includes language that will strengthen the P-20 Council by allowing it to form as a non-profit corporation and expanding its membership.	Beginning August 28, 2009	Work with P-20 Council to identify candidates for commission membership and explore possibilities relating to non-profit corporation formation	Commissioner	MDHE staff have been working with the Governor's office regarding the appointment of a P-20 executive director and are exploring options for non-profit corporation formation. The P-20 Council has welcomed the new Chair and the new executive director of the Coordinating Board for Early Childhood. Council members are working together to coordinate presentations for legislative committees interested in P-20 work.
HB 62	Data breach	This bill requires agencies that maintain sensitive personal data to take certain steps in the event that that information is improperly disclosed.	Beginning August 28, 2009	Ensure that MDHE procedures are consistent with new state law	Missouri Student Loan Program staff and General Counsel	MDHE staff are currently reviewing this new law and determining the extent to which it will impact security measures and data breach protocol already in place.
HB 427	War Veterans' Survivor Grant	This bill changes the laws regarding members of the military, veterans, and their families. Revises the war veteran's survivor grant created by last year's HB 1678 . The changes are primarily definitional and would not change the number or dollar amount of awards.	Beginning August 28, 2009	Ensure that MDHE implements program in a manner consistent with revised law	Grants & Scholarships	The changes contained in the bill are limited to issues concerning eligibility determinations to be made by the Missouri Veterans Commission. As a consequence, no revisions are proposed for the current rules and procedures. Additionally, no funding was appropriated for the implementation or operation of this program. Based on budget instructions for FY 11, no funds are being requested for the upcoming fiscal year for this program.
HB 481	Foster youth tuition waiver	This bill includes language that would create a tuition waiver program for certain students who have been in foster care.	Beginning August 28, 2009	Develop provisions (including, if appropriate, regulations) for the implementation of the program	Grants & Scholarships	MDHE staff are reviewing the provisions of the statute and determining how to proceed. Based on budget instructions for FY 11, no funds are being requested for the upcoming fiscal year for this program.
			Fall 2009	Develop a FY 11 budget request that includes estimate of funds required to reimburse institutions to tuition waived	Fiscal & Legislative	Based on budget instructions for FY 11, no funds are being requested for the upcoming fiscal year for this program.
			Fall 2010	First semester waiver	Grants &	Will take place only if funds are appropriated to reimburse

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
				may be offered	Scholarships	institutions for any tuition waived pursuant to this program.
HB 390	Immigration	This bill clarifies the steps schools must take to ensure that only students who meet certain requirements with regard to citizenship receive postsecondary education public benefits, as that term is defined by the bill.	ASAP	Ensure that current procedures meet standards of new law	General Counsel	MDHE staff sent an e-mail to presidents and chancellors on July 27, 2009, explaining the impact of this law and its relationship to the old law. MDHE staff also posted information explaining the changes on the department's website at http://www.dhe.mo.gov/citizenshipstatus.shtml .
Bills Passed in 2008						
HB 1678 / SB 830	War Veterans' Survivors Grant	The CBHE is responsible for administering up to 25 war veterans' survivor grants per year, promulgating rules to implement the program, and providing forms necessary to apply for the grant.	August 2008	Develop budget request that includes funds to provide grants	Grants & Scholarships, Fiscal Affairs	This item was included in the CBHE budget request for FY 10. No funds were appropriated for the program. Based on budget instructions for FY 11, no funds are being requested for the upcoming fiscal year for this program.
			August 2008	Promulgate rules, provide forms	Grants & Scholarships	Regulations were approved by the CBHE at its September 2008 meeting and the final rule became effective on June 30, 2009. Further work with the Missouri Veterans Commission concerning the administration of this program is on hold pending the appropriation of funds.
HB 2191	Missouri Returning Heroes' Education Act	The CBHE is also responsible for ensuring that public institutions of higher education charge certain veterans no more than \$50 per credit hour.	August 2008	Provide guidance about implementation	Grants & Scholarships, General Counsel	The MDHE has made available a Q/A document regarding this act. It is available on the MDHE website at http://www.dhe.mo.gov/files/moretheroesact.pdf .
			August 2010	Develop budget request that includes funds to reimburse institutions for monies lost through waiver	Grants & Scholarships, Fiscal Affairs	Institutions were asked to include information about the amount of tuition waived as part of their FY 11 budget requests. Based on budget instructions for FY 11, no funds are being requested for the upcoming fiscal year for this program.
HB 2191	A+ Scholarship, Kids' Chance Scholarship	This bill permits the MDHE to distribute interest accrued in the Kids' Chance Scholarship Fund. The bill also changes certain provisions related to the A+ program, which is administered by the Missouri Department of Elementary and Secondary Education.	August 2008	Develop budget request that allows distribution of accrued interest	Grants & Scholarships	MDHE staff are members of the Kids Chance of Missouri, Inc., board of directors, which facilitates communication between the two organizations. Regulations were approved by the CBHE at the December 2008 meeting and those regulations became effective on June 30, 2009. The MDHE has awarded 10 \$2,500 scholarships under this program for the 2009-10 academic year.

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
SB 768	Missouri Commission on Autism Spectrum Disorders	The Commissioner of Higher Education or his/her designee will be a member of this commission. The commission will enlist higher education institutions to ensure support and collaboration in developing certification or degree programs for students specializing in autism spectrum disorder intervention.	TBD	Participate in committee, promote role of higher education in this area	Commissioner	The Missouri Commission on Autism Spectrum Disorders authorized a status report – Framework for the Future” - to be submitted as a first step in the planning and reporting process required by SB 768. The Education Subcommittee is developing a survey for postsecondary institutions to determine what programs, certificates, or specializations are currently offered. The survey will be disseminated in late November / early December 2009.
SB 1181	Studies in Energy Conservation	This bill creates the Studies in Energy Conservation Fund, which is to be administered by the MDHE in coordination with the Department of Natural Resources. The MDHE is permitted to use any money appropriated to the fund to establish a full professorship of energy and conservation.	August 2008	Develop a FY 10 appropriations request that includes money for the Studies in Energy Conservation Fund.	Fiscal Affairs	Although the CBHE requested funds for this program in its FY 10 budget request, no funds were appropriated. Based on budget instructions for FY 11, no funds are being requested for the upcoming fiscal year for this program.
Bills Passed in 2007						
SB 389	Missouri Teaching Fellows Program	Creates the Missouri Teaching Fellows Program, which will offer loan forgiveness and stipends to individuals who teach in unaccredited school districts. The program will be administered by the MDHE.	2007-08	First participants must be recruited	Grants and Scholarships	The legislature has not appropriated funds for the administration of this program. Based on budget instructions for FY 11, no funds are being requested for the upcoming fiscal year for this program. LINK: <i>Information about program.</i> http://www.dhe.mo.gov/moteachingfellows.shtml
			2013-2014	First loan forgiveness payments/stipends must be paid		
			September 1, 2014	Program sunsets (unless reauthorized)		
SB 389	Curriculum Alignment Initiative	Public institutions must work with the MDHE to establish agreed-upon competencies for all entry-level collegiate courses in key disciplines. The CBHE must establish policies to ensure transferability of core course credits.	2008-09 academic year	Competencies and guidelines must be implemented	Academic Affairs	The Curriculum Alignment Initiative Steering Committee will present the following draft exit-level competencies to the CBHE for their review and action at the December Board Meeting: Physics for non-majors and second semester Foreign Language, and Trigonometry. The CAI will move forward over the next year with the following projects: revising the Cross-Disciplinary competencies, including the addition of cultural/global awareness and creativity competencies; developing exit-level competencies for additional general education courses (Art History, Introduction to Music, Economics, and World History); cooperating with the Learning Assessment in Missouri Postsecondary Education (LAMP) Advisory Council to identify potential pilot projects; and

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
						<p>developing recommendations for ongoing evaluation and periodic update of CBHE-approved competency guidelines.</p> <p>LINKS: <i>Curriculum Alignment Initiative website:</i> http://www.dhe.mo.gov/casinitiative.shtml</p> <p><i>Learning Assessment in Missouri Postsecondary Education website:</i> http://www.dhe.mo.gov/lamp.shtml</p>
SB 389	Higher Education Academic Scholarship Program ("Bright Flight")	The existing Bright Flight scholarship is revised to include students whose ACT/SAT scores are in the top 3% to 5% of all Missouri test-takers. Scholarships awards are increased to \$3,000 for those in the top 3 % and established at \$1,000 for the 3% to 5% range.	June/July 2009	Appropriation request for FY 2011 must be developed to include updated scholarship amounts	Fiscal Affairs	<p>Public materials (website and publications, etc.) were revised to provide early notification of this change to the Bright Flight program to students. Financial assistance staff developed a model to estimate the fiscal impact of this change in preparation for an appropriation request for FY 11. However, based on current budget instructions, increased funding to address the expansion of eligibility and increased award amounts was not requested. As a result, probable award amounts for the 2010-11 award year remain unknown.</p> <p>Implementation of the changes necessary in the automated payment system (FAMOUS) is complete. Regulatory amendments that included this change were approved by the CBHE at its December 2008 meeting and the amendments became effective June 30, 2009.</p> <p>LINK: <i>Information about Bright Flight program:</i> http://www.dhe.mo.gov/brightflight.shtml</p>
			July 2010	Rule changes must be complete	Grants and Scholarships	
			August 2010	New scholarship award amounts become effective		
SB 389	Lewis & Clark Discovery Initiative ("LCDI")	Creates a fund into which MOHELA distributions will be deposited. LCDI may only be used for capital projects at public institutions or to support the Missouri Technology Corporation. Institutions that knowingly employ professors or instructors found guilty of certain crimes are ineligible to receive money through the LCDI.	August 28, 2007	Track expenditure of funds	Deputy Commissioner, Fiscal	<p>MOHELA has made transfers totaling \$234 million out of a total of \$270 million that was scheduled to have been transferred to this point. The fund has earned approximately \$10 million in interest, to bring total proceeds to about \$244 million.</p> <p>Funding to complete all MOHELA projects was included in the truly agreed and finally passed version of HB 22. Funding for</p>

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
				Review the funding of projects identified by Governor Nixon, in cooperation with the Office of Administration	Deputy Commissioner	<p>several projects was vetoed, and funding for other projects has been restricted.</p> <p>The remaining projects on the LCDI list were identified by the CBHE as the Board's top capital priorities in the ranked list provided to the Joint Committee on Capital Improvements and Leasing in July 2009. These projects have also been identified as the Board's top capital priorities in its FY 2011 capital funding request.</p>
SB 389	Higher Education Student Funding Act (also known as tuition stabilization)	Establishes limits on tuition increases based on each public institution's tuition in relation to the statewide average and CPI. Institutions exceeding the limits can be fined up to 5% of their state appropriation unless a waiver is sought and approved by the Commissioner of Higher Education. Community colleges are not subject to these limits unless their average tuition for out-of-district students exceeds the state average.	2008-09 academic year and each academic year in the future	CBHE must review data submitted by institutions about tuition changes and make determinations about any waivers sought	Commissioner, Academic Affairs	<p>The board approved a policy to implement this portion of the law during its December 2007 meeting, and approved a revised version of the policy during a January 2009 meeting conducted by conference call.</p> <p>The average tuition, as defined by the CBHE policy, for 2009-10 is \$6,144. The MDHE plans to send each institution a notice indicating whether the institution has higher than average tuition, lower than average tuition, or is exempt from the HESFA for the 2010-11 academic year. This notice will be sent on or before December 1, as required by the policy.</p> <p>The year-to-date CPI increase is 2.8%. For 2008, the CPI change was .1% (one-tenth of one percent).</p> <p>LINK: Policy: http://www.dhe.mo.gov/files/studentfundingact.doc</p>
SB 389	Consumer information	The CBHE must promulgate rules and regulations to ensure that public institutions post on their websites academic credentials of all faculty (adjunct, part-time, and full-time); course schedules; faculty assignments; and, where feasible, instructor ratings by students; as well as which instructors are teaching assistants.	August 28, 2007	Statute becomes effective	General Counsel	<p>The board approved the filing of an administrative rule to implement these provisions of the new law at an October 2007 meeting. The rule has been filed and is now in effect.</p> <p>The rule required institutions to post general course information by August 1, 2008, and to post faculty evaluations to inform students registering for fall 2009 classes. MDHE staff surveyed institutions and reviewed institutions' websites, and determined that all institutions appear to have met these deadlines.</p> <p>LINKS: CBHE-approved rule: http://www.dhe.mo.gov/files/consumerinformation.doc</p>

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
						<p><i>Final regulation in the Code of State Regulations:</i> http://www.sos.mo.gov/adrules/csr/current/6csr/6c10-9.pdf <i>August 27, 2008, update:</i> http://www.dhe.mo.gov/mdhe/boardbook2content.jsp?id=566; scroll down to Attachment B</p>
SB 389	Performance measures	Institutions and the MDHE must develop institutional and statewide performance measures. The MDHE must report on progress developing statewide measures to the Joint Committee on Education at least twice a year. The MDHE must develop a procedure for reporting the effects of performance measures to the Joint Committee on Education in an appropriate timeframe for consideration in the appropriation process.	July 1, 2008	Performance measures must be established	Commissioner & Deputy Commissioner	<p>The CBHE's coordinated plan, <i>Imperatives for Change</i>, includes numerous measures on key state goals. This plan was adopted at a special meeting of the CBHE on July 30, 2008. Items in the plan serve to fulfill the statutory obligation to identify three state-level performance measures. Each public institution has submitted at least two institution-specific performance measures for inclusion in the report on performance measures that will be sent to the joint committee on education.</p> <p>A baseline <i>IFC</i> report was adopted by the Board at its June 2009 meeting. MDHE staff have met with all sectors on the collection of data, the establishment of target goals, and strategic actions for inclusion in the first annual <i>IFC</i> performance report, which will be presented to the for Board discussion and potential action at the December 2009 CBHE meeting.</p>
SB 389	Access Missouri Financial Assistance Program	Establishes Access Missouri as the state's single need-based financial assistance program, to be administered by CBHE. Award ranges vary by institutional sector and expected family contribution ("EFC"). No student who is found or pleads guilty to certain criminal offenses while receiving financial aid is eligible for renewed assistance. In the event of budget shortfalls, the maximum award will be reduced across sectors; for surplus, the maximum EFC allowed will be raised. Assistance provided to all applicants from any other student aid program, public or private, must be reported to the CBHE by the institution and the recipient.	September 2007	Program must be administered and students will receive Access Missouri financial assistance	Grants & Scholarships	<p>During FY 08, award levels for the program were established at 85% of the statutory maximum, a level sufficient to expend all appropriated funds (\$72 million) and assist more than 39,000 students. For FY 09, award levels were set at the statutory maximum and the EFC cutoff was raised to \$14,000. No mid-year adjustments were made and all appropriated funds (\$95 million before withholdings) were expended.</p> <p>An item was included in the CBHE budget request for FY 10 to adjust the award amounts to reflect inflation as provided in the authorizing statute. This increase was not included in HB 3 or any other budget bill.</p> <p>Based on a substantial increase in the number of eligible students (22%) and no increase in funding, award levels are being set at 78% of the statutory maximum. Utilization will be monitored and a mid-year adjustment may be made if necessary.</p>
			August 2009 and every 3 years thereafter.	Award amounts may be adjusted to reflect inflation indicated by the CPI	Grants & Scholarships	
			Program will sunset at the end of FY 2013, unless reauthorized.			

Bill	Subject	Description	Implementation Timeline			Current Status
			Date	New Duties	Area Responsible	
						LINK: Final regulation in the Code of State Regulations: http://www.sos.mo.gov/adrules/csr/current/6csr/6c10-2.pdf

ITEMS NOT REQUIRING ONGOING ACTION

Bills Passed in 2009						
HB 62	Diploma mills	This bill criminalizes the use of false or misleading diplomas.	August 28, 2009	No action required	N/A	This bill does not require action by the MDHE.
HB 103	Campus security	This bill would allow college and university police to respond to emergencies and provide services outside institution property lines if requested by local law enforcement.	August 28, 2009	No action required	N/A	This bill does not require action by the MDHE.
HB 247	Nursing Student Loan Program	Changes the eligibility requirements for participation in this program.	August 28, 2009	No action required	N/A	This program is not administered by the MDHE. As such, no action is required.
HB 490	A+	Clarifies that all public vo-tech schools may receive funds for A+ students.	August 28, 2009	No action required	N/A	This program is not administered by the MDHE. As such, no action is required.
HB 1549	Immigration	This omnibus immigration bill requires applicants for state grants and scholarships to provide proof of citizenship before the applicants receive grants or scholarships.	August 28, 2009	No action required	N/A	The language created by this bill was changed by HB 390 (2009).
		This bill also requires employers to comply with certain requirements to verify prospective employees' legal citizenship status.	January 1, 2009	Verify that current employment procedures meet requirements of the new law	Administrative Operations, General Counsel	The MDHE already takes steps to confirm that its employees are legally eligible to work in the U.S. The department's procedures meet the requirements of the new law.
Ballot Measures Passed in 2008						
Proposition A:	Repeal of casino loss limits	This initiative amends Missouri law to eliminate daily loss limits for gamblers at casinos. Proponents of the initiative claimed that it would provide benefits to the state including \$5-7	Immediate	None	Fiscal Affairs	MDHE staff do not currently foresee any action required by this measure. Furthermore, the new law will not result in increased funding for higher education. The only money higher education receives from gaming is \$5 million annually for Access Missouri.

		million annually to higher education, early childhood development, veterans, and other program.				This amount is capped by state law, as is funding for veterans. Only early childhood education is likely to receive additional funding as a result of this initiative. Several bills that would redirect the additional revenues resulting from lifting loss limits have been introduced during the 2009 legislative session, including SB 23 , SB 56 , SB 139 . None of these bills has made significant legislative progress as of April 1, 2009.
Constitutional Amendment 1 : English language only		This Constitutional amendment requires all governmental meetings at which any public business is discussed or decided, or at which public policy is formulated, to be conducted in English. This is an amendment to Article I of the Constitution, which sets forth the state's Bill of Rights.	Immediate	MDHE staff will ensure that CBHE meetings are conducted in compliance with this law	General Counsel	This measure will not affect CBHE meetings, which are currently conducted in English. The measure does not affect the MDHE's plans to begin issuing some of its publications in Spanish.
Bills Passed in 2008						
SB 967	MOHELA	MOHELA may now originate Stafford loans.	May 2, 2008	Work with MOHELA to ensure that the MDHE can guarantee loans originated by MOHELA	Student Loan Program, General Counsel	Although the law does not specifically require action by the MDHE, the MDHE executed an agreement with MOHELA whereby it agreed to guarantee student loans originated by MOHELA.
Bills Passed in 2007						
SB 389	Joint Committee on Education ("JCE")	The JCE's scope is expanded to include several components associated with higher education.	Immediate	MDHE will begin reporting to JCE on higher education issues	Legislative Liaison	There are no current requests for information from the JCE.
			August 28, 2010	MDHE report on the impact of tuition stabilization to the JCE	Legislative Liaison	
SB 389	Fines for non-compliance with CBHE rules and policies	Public institutions that willfully disregard CBHE policy can be fined up to 1% of their state appropriation.	August 28, 2007	Develop policy to implement this provision	General Counsel	The policy on fining institutions that willfully disregard CBHE policy was approved at the February 2008 board meeting. That policy is now in effect. LINKS <i>Policy on fines:</i> http://www.dhe.mo.gov/files/finesforwillfuldisregard.doc <i>All CBHE public policies:</i> http://www.dhe.mo.gov/files/cbhepublicpolicies_0208.doc
SB	Out-of-state public	Out-of-state public institutions must be held to	July 1, 2008	Rules must be	Academic Affairs	Out-of-state public institutions became exempt from proprietary

389	institution standards	the same standards as Missouri institutions for program approval, data collection, cooperation, and resolution of disputes.		promulgated		school certification on July 1, 2008. All out-of-state public institutions were notified of their change in status and the requirement to submit all degree programs through the program approval process used for Missouri public institutions. In addition, a rule on this subject is now in effect. LINKS <i>CBHE-approved rule:</i> http://www.dhe.mo.gov/files/outofstate_publicinst.doc <i>Final regulation in the Code of State Regulations:</i> http://www.sos.mo.gov/adrules/csr/current/6csr/6c10-10.pdf
SB 389	"No better than free"	No student shall receive need-based assistance that exceeds the student's cost of attendance. This does not include loans or merit-based aid.	August 28, 2007	The statute does not specify what is required of MDHE		Staff has provided ongoing guidance and technical assistance to institutional staff concerning the impact of this provision on Access Missouri awards. This has been accomplished through responses to individual inquiries, periodic electronic and regular mail contact, fall workshops, and presentations at financial assistance meetings.
SB 389	Binding dispute resolution	In order to receive state funds, public institutions must agree to submit to binding dispute resolution to address grievances about jurisdictional boundaries or the use or expenditure of state resources. The Commissioner of Higher Education will preside over the dispute resolution.	August 28, 2007	Statute becomes effective		The board adopted a policy on this subject at its December 2007 meeting. That policy is now in effect. LINK: Policy: http://www.dhe.mo.gov/files/disputeresolution.doc

AGENDA ITEM SUMMARY

AGENDA ITEM

2010 Legislative Session
Coordinating Board for Higher Education
December 10, 2009

DESCRIPTION

Preparation for the 2010 legislative session is well underway. Pre-filed legislation will be published beginning December 2, 2009. A summary of pre-filed higher education-related legislation will be provided at the December CBHE meeting. MDHE staff will publish weekly updates through the end of the legislative session. Persons interested in receiving the updates should e-mail Shannon Koenig at shannon.koenig@dhe.mo.gov and ask to be added to the distribution list.

Early discussion indicates that financial aid will be a major topic of discussion during the 2010 legislative session. Potential issues include:

- Governor Nixon's Missouri Promise proposal, the key elements of which are:
 - Expanding the existing A+ Schools Program, which is currently available to only about half of the state's high school students. Under the new program, which will be called Missouri Promise, all Missouri public high school graduates who meet certain requirements would be able to attend community colleges or certain technical schools on a Missouri Promise scholarship; and
 - Providing students who use the Missouri Promise award to get an associate's degree or an articulated degree and who meet certain additional criteria, a scholarship to get a bachelor's degree at a public university. The scholarship would cover the student's tuition and fees in an amount not to exceed the average tuition, as defined by the Higher Education Student Funding Act.
- The MDHE's legislative proposals on Bright Flight and consolidation of state financial aid programs to the MDHE.

In addition, the MDHE's legislative proposal on strengthening proprietary school certification statutes is being discussed by various stakeholders. Finally, concealed carry on campus may again be an issue.

STATUTORY REFERENCE

Chapter 173, RSMo, Department of Higher Education

RECOMMENDED ACTION

This is an information item only.

Coordinating Board for Higher Education
December 10, 2009

AGENDA ITEM SUMMARY

AGENDA ITEM

Budget Update
Coordinating Board for Higher Education
December 10, 2009

DESCRIPTION

MDHE staff continues to closely monitor state revenue collections and other realities that are impacting the state budget situation. This item will provide an update on several budget-related matters. Presentations during the Presidential Advisory Committee by Jim Moody, independent consultant, and Civic Council will provide further perspective about Missouri's financial challenges.

Background

State general revenue collections declined more than 10% during the first four months of FY 2010. There was weakness in collections in all major tax categories including individual income tax, sales tax, and corporate income tax. In order to manage this reduction in revenues the governor has taken a series of actions in order to maintain a balanced budget for the state.

Upon signing the appropriation bills the governor reduced planned expenditures by approximately \$634 million through a combination of vetoes and expenditure restrictions. These involved higher education operating budgets as follows:

HB 3 Vetoes:	MOREnet – \$1,275,461 UM Hospitals and Clinics – \$340,746
HB 22 Vetoes:	Mid-Missouri Mental Health Center – \$50,000 Community college maintenance and repair – \$5,000,000
HB 22 Expenditure Restriction:	Community college maintenance and repair – \$1,765,628
July Expenditure Restrictions:	MOREnet – \$127,546 Missouri Kidney Program – \$15,000 MDHE operating budget – \$73,446
October Expenditure Restrictions:	MOREnet - \$3,061,107 (25% of total funds) UM Hospitals and Clinics – \$3,131,456 (25% of total funds) UM Institute of Mental Health – \$413,973 (25% of total funds) Missouri Kidney Program – \$926,274 (25% of total funds) State Historical Society – \$364,401 (25% of total funds) MDHE operating budget – \$40,150

Coordinating Board for Higher Education
December 10, 2009

Current Status

The actions taken by the governor to reduce expenditures will not be sufficient to balance the budget if collections continue to lag FY 2009 by more than 5 - 6 percent. Unless collections rebound there will likely be additional expenditure restrictions during FY 2010. In addition, it is expected that all FY 2010 vetoes and expenditure restrictions will become permanent core reductions in FY 2011. It is extremely unlikely, however, that such reductions will impact institutional operating budgets as the governor has indicated his continued commitment to maintaining level appropriations for FY 2010 as part of the agreement to have no tuition or fee increases for the 2009-2010 academic year.

For FY 2011, a similar agreement has been reached between the governor and Missouri public institutions of higher education. This agreement calls for no tuition or fee increases for in-state undergraduate students in exchange for limiting the core reduction for institutional operating budgets to approximately 5 percent in FY 2011. The tuition and fee component of this agreement is subject to approval by institutional governing boards, and the component maintaining approximately 95 percent of total state appropriations is subject to action by the General Assembly.

In terms of the current impact on MDHE operations, nearly all remaining travel and professional development has been eliminated, educational reimbursements will not be provided for the remainder of the fiscal year, and a wide array of other expenses have been eliminated. Payments for various membership dues and subscriptions have either been cancelled or payment will be delayed and possibly made in FY 2011. The department has been very fortunate in that it has been able to absorb the current year cuts without reducing payroll. However, if additional cuts are made or expenditure restrictions put in place, it is very unlikely that personnel will remain unaffected.

Next Steps

MDHE staff will continue to monitor state revenue collections and actively prepare for the possibility of further reductions in FY 2010, as well as the continuation of current reductions into FY 2011. The governor's FY 2011 budget recommendations will be released in mid- to late January, near the beginning of the legislative session.

STATUTORY REFERENCE

Sections 173.005(2), 173.030(7) RSMo

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT(S)

None

Coordinating Board for Higher Education
December 10, 2009

AGENDA ITEM SUMMARY

AGENDA ITEM

Capital Prioritization Guidelines Update
Coordinating Board for Higher Education
December 10, 2009

DESCRIPTION

With the cooperation of representatives from COPHE, MCCA, and Linn State, MDHE staff has begun a review and possible revision of the CBHE's guidelines for prioritizing capital improvement projects. This agenda item provides an update on this project.

Background

Over the summer of 2009, MDHE staff gained a more substantive knowledge of the capital needs on campuses across the state through the facility review process and the management of other capital improvement issues including the work of the Joint Committee on Capital Improvements and continuing conversations about a potential statewide bond issue. However, during these processes, especially preparing a prioritized statewide list for the Joint Committee, it became evident that the Board's existing guidelines for prioritizing capital projects were in need of a thorough review. This sentiment was shared by many in the higher education community as there has not been a robust, engaged review of the guidelines and process for prioritizing capital projects for many years and there is not a common understanding regarding the meaning behind some guidelines and how the guidelines are implemented in practice.

Current Status

MDHE staff is working with 14 sector representatives who were chosen by COPHE, MCCA, and Linn State to serve on the Capital Prioritization Policy Review Committee (see attachment).

To begin the process, an extensive list of potential criteria was distributed and participants were asked to provide specific suggestions regarding what criteria should be considered in a revised prioritization policy. The suggestions provided in response to that request were collected and categorized for the first meeting of the Committee.

The committee met on November 19, 2009, and discussion centered on the potential criteria, ideas for funding sources, and other areas of policy revision. The committee also discussed the scoring matrix used by MDHE staff in the production of the prioritized lists for the Joint Committee and the FY 2011 budget recommendations. In addition, the committee considered the possibility of utilizing a thematic request, such as a statewide request for science lab renovations, in addition to an annual prioritized list of top campus priorities.

Coordinating Board for Higher Education
December 10, 2009

Suggestions for revisions based on this initial meeting are being incorporated into a draft policy for further consideration by the committee. Specific issues at this point include a more sophisticated accounting for local match requirements, explicit clarification on what types of projects are not eligible for consideration for a place on a prioritized list, and the addition of criteria regarding life safety issues.

Next Steps

The committee's next meeting will be devoted to discussing the draft revision and continuing discussions on relevant criteria. The committee will research processes used in other states and will continue discussions on the intersection between maintenance and repair and capital funding. The committee will also discuss the need to better understand physical capacity and space utilization issues on campuses around the state. Finally, there is interest in and a need for further discussion of possibilities for regular state funding of capital projects.

STATUTORY REFERENCE

Section 163.191, RSMo, State aid to community colleges

Chapter 33.220, RSMo, submission of annual appropriation requests

Section 173.020, RSMo, CBHE statutory responsibility to plan systematically for the state higher education system

RECOMMENDED ACTION

This is an information item only.

ATTACHMENT

Capital Prioritization Policy Review Committee Members

**Capital Prioritization Policy Review Committee
Membership**

COPHE

Brian Long, Executive Director
Carolyn Mahoney, Lincoln University
Michael Nietzel, Missouri State University
Ken Dobbins, Southeast Missouri State University
Nikki Krawitz, University of Missouri
Constance Gully, Harris-Stowe State University
Dave Rector, Truman State University

MCCA

Jim Kellerman, Executive Director
Evelyn Jorgenson, Moberly Area Community College
Carla Chance, St. Louis Community College
Steve Kurtz, Mineral Area College
Neil Nuttall, North Central Missouri College
Mark James, Metropolitan Community Colleges

LINN STATE TECHNICAL COLLEGE

John Nilges

MDHE

Paul Wagner
Zora Mulligan

AGENDA ITEM SUMMARY

AGENDA ITEM

Proposed 2011 CBHE Meeting Dates and Locations
Coordinating Board for Higher Education
December 10, 2009

DESCRIPTION

Each December, the CBHE establishes dates and locations for upcoming meetings. The intent of this board item is to review dates and locations for 2010 and to adopt dates and locations for 2011.

2010 Meeting Dates and Locations

February 10 – 11, 2010	Wentworth Military Academy & Junior College (Lexington)
April 7 – 8, 2010	Missouri Southern State University (Joplin)
June 9 – 10, 2010	Missouri Baptist University (St. Louis)
August 5, 2010	CBHE Annual Retreat (Jefferson City)
September 8 – 9, 2010	State Fair Community College (Sedalia)
December 2 – 3, 2010	University of Missouri (Columbia)

Proposed 2011 Meeting Dates and Locations

February 9 - 10, 2011	Northwest Missouri State University (Maryville)
April 6 - 7, 2011	Southwest Baptist University (Bolivar)
June 8 - 9, 2011	Mineral Area College (Park Hills)
August 4, 2011	CBHE Annual Retreat (Jefferson City)
September 7 - 8, 2011	Columbia College (Columbia)
December 7 - 8, 2011	University of Missouri (St. Louis)

STATUTORY REFERENCE

Section 173.005.3, RSMo, Coordinating Board for Higher Education

RECOMMENDED ACTION

It is recommended that the Coordinating Board adopt the proposed 2011 meeting dates and locations.

ATTACHMENT(S)

None

Coordinating Board for Higher Education
December 10, 2009

AGENDA ITEM SUMMARY

AGENDA ITEM

Facility Review Summary Report
Coordinating Board for Higher Education
December 10, 2009

DESCRIPTION

MDHE staff has completed the site visit portion of the facility review process and is in the process of drafting a summary report. The report will contain observations about each institution, focusing on the conditions that give rise to each institution's top capital priorities. The report will also identify issues facing institutions across the state, including:

- challenges created by the lack of adequate, consistent funding for maintenance and repair;
- outdated laboratory facilities and other instructional spaces where quality is a serious problem; and
- institutions' inability to physically accommodate student demand.

The report, which is being prepared in collaboration with institution staff, will be distributed at the December 10, 2009, board meeting. The report will be discussed and presented to the CBHE for review and action. In the long term, it is the intention of the MDHE to use data collected during the site review process to inform the MDHE's recommendations for capital funding priorities. Data will also provide context for the revision of the CBHE's capital funding prioritization guidelines.

STATUTORY REFERENCE

Section 173.005.2(2), RSMo, Coordinating board to establish guidelines for appropriations requests based on data on physical facilities

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education accept the facilities review report, and direct MDHE staff to use the information provided in that report to support the board's recommendations for capital funding.

ATTACHMENT(S)

None

Coordinating Board for Higher Education
December 10, 2009

AGENDA ITEM SUMMARY

AGENDA ITEM

Imperatives for Change Update
Coordinating Board for Higher Education
December 10, 2009

DESCRIPTION

Imperatives for Change: Building a Higher Education System for the 21st Century (IFC) serves as Missouri's coordinated plan to strengthen postsecondary education in the state. This item presents an update on the development of an annual IFC report that will be used as a dashboard to instill positive change throughout Missouri's higher education system.

Background

Presidents and chancellors worked with MDHE staff in the development of IFC which was formally approved by the CBHE July 30, 2008. With that action, three major goals were established as guideposts for all future work: increased educational attainment, production of a globally competitive workforce, and enhanced resources through increased investment, efficiency and accountability.

Immediately following its adoption, work began with institutions on development of agreed-upon IFC measures as indicators of success of the new statewide plan for higher education. An IFC Baseline Report was issued and approved by the CBHE in June 2009 <http://www.dhe.mo.gov/ifcbaselinereport.shtml>. An initial analysis of data in the Baseline Report resulted in preliminary conclusions about Missouri's performance categorized as "High", "Medium", and "Low" (see Attachment A). The breadth and complexity of the raw data made review by many key external stakeholders difficult. The various data elements provided in June have been corrected for accuracy and integrated into a single document that provides context and interpretation (see Attachment B). It should be noted that the 2009 Baseline Summary Report focuses on a subset of key indicators.

IFC Dashboard

To further prioritize and encapsulate data from the baseline report, MDHE staff has developed the structure and format for an IFC Dashboard organized around the three major IFC goals. Under each goal are several indicators, illustrated by a brief description of the objective, raw data, and a graph that includes trend lines and a draft goal developed by MDHE staff. It should be noted, however, that the IFC Dashboard will only be complete once we are able to compare baseline data with performance in future years. This will then allow us to communicate the extent of progress denoted by green, yellow and red markers. An example of the preliminary work on the Dashboard for Degree Attainment follows:

Coordinating Board for Higher Education
December 10, 2009

Attainment

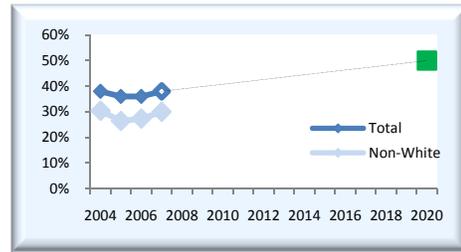
Increase the percentage of the Missouri population age 25-34 holding an Associate's degree or higher.

U.S. Average: 38%

Source: U.S. Census:

American Community Survey

	Total	Non-White
2004	38%	30%
2005	36%	26%
2006	36%	27%
2007	38%	30%
2020	50%	



Target Goals for Minority Attainment Under Review

Attachment C provides the initial dashboard format for 21 indicators. As we insert data from the next year, it will also be crucial for the CBHE to determine after discussion with presidents and chancellors the number and exact choice of indicators that should be included in the final IFC Dashboard.

Target Goals and Strategic Actions

The initial Dashboard includes draft target goals that were developed by MDHE staff. At the same time sector workgroups have been identifying target goals and strategic actions for subsets of IFC indicators. The process of sector-specific work with MDHE staff has led to the identification of cross-sector concerns and solutions, and has informed the selection of the subset of indicators included in the “Management Dashboard” and baseline summary report. The following highlights work completed by sector groups.

Council on Public Higher Education (COPHE)

- The workgroup representing the public four-year sector has identified a subset of high-priority indicators for initial target goals and has worked with member institutions to identify overlap with existing institutional target goals.
- The institutions propose using this information, where available, to “roll up” to sector-level target goals and strategic actions.

Independent Colleges and Universities of Missouri (ICUM)

- A workgroup representing the state’s comprehensive independent institutions has worked with MDHE staff to identify a subset of high-priority indicators for setting initial target goals and plans to vet the selected indicators with the broader ICUM membership.

Linn State Technical College (LSTC)

- LSTC representatives have worked with MDHE staff to identify a subset of high-priority indicators and have proposed target goals and action steps for these indicators.
- MDHE staff has accepted the target goals and strategic actions proposed by LSTC and will work with the institution on additional recommendations, including changes to the collection of assessment data and identifying specific programs in STEM fields.

Missouri Community College Association (MCCA)

- MCCA presidents and chancellors have identified a Research Council to work with MDHE staff on sector-level target goals and strategic actions associated with IFC.
- The Council has identified a subset of high-priority indicators and has proposed target goals linked to student success (transfer and completion), and degrees awarded.

While much work has been accomplished, it will be necessary for the CBHE to determine statewide target goals, for institutions to determine institutional and sector-wide target goals, and to ensure full alignment.

Additional Work

MDHE staff has also been working with external stakeholders on the following:

- agreement on measures and data definitions for the 12 IFC objectives with no data
- new data collection priorities within the constraints of time and resources
- revised approach to collection of remediation data

Conclusion

The process to develop *Imperatives for Change*, which formally launched in October 2007, incorporates the best thinking of many entities: the CBHE, presidents and chancellors, institution workgroups, MDHE staff and a variety of other stakeholders. At times arduous, the process has benefited from professional exchange, compromise and long-term vision. The resulting IFC baseline report, approved by CBHE in June 2009, lays a foundation for the development of a fully operational IFC Dashboard that will ensure transparency and accurate self-appraisal as well as guide decisions by future policymakers and the general public.

The important work ahead will tune and tailor IFC to maximize its usefulness among all stakeholders. During the upcoming leadership transition at MDHE, IFC will provide crucial continuity and common vision. Iterations over time – from baseline to summary reports to dashboards – will add value and accessibility, but the underlying goals will also continue to provide a foundation for quality and coordination to Missouri’s system of higher education.

STATUTORY REFERENCE

Section 173.1006.1 (1), RSMo. Coordinating Board’s responsibilities include work with public institutions in the identification and reporting of institutional performance measures.

Section 173.040, RsMO. Coordinating Board will develop and deliver an annual report of its activities to the Governor and General Assembly.

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education receive the *Imperatives for Change* update and commend institutional presidents and chancellors and the sector workgroups for their leadership and commitment to this effort.

It is further recommended that the Coordinating Board direct the Commissioner of Higher Education to continue this work with presidents and chancellors or their designees and other key stakeholders on recommendations for target goals, any additional data collection, and which indicators to include in the IFC Dashboard.

It is further recommended that the Commissioner provide a progress report to the CBHE at its February 10, 2010 meeting.

Finally, it is recommended that an annual *Imperatives for Change* Dashboard be presented for review by the Coordinating Board each September, for final approval the following December.

ATTACHMENTS

Attachment A:	List of Baseline Report Conclusions from June 2009
Attachment B:	IFC 2009 Baseline Summary Report
Attachment C:	Initial IFC Dashboard

List of Baseline Report Conclusions from June 2009

High

- Missouri ranked 6th in the number of graduate degrees completed per 1,000 residents by traditional students (age 18-25) in 2007-08.
- The state's national ranks in fall-to-fall persistence have improved from 21st in 2002 to 19th in 2008, and dramatically improved for part-time students, from 27th to 14th.
- State supported student financial aid has increased 140 percent since 2007.
- Missouri ranks 11th in production of graduate health degrees and 18th in the percentage of all degrees awarded in health fields in 2007-08.
- Missouri ranks 14th in the nation in federal grants and contracts for research performed at independent institutions.

Medium

- Missouri is comparable to the national average in educational attainment as measured by the percentage of the population with a bachelor's degree or higher, but lags top-performing states by nearly 10 percentage points.
- Missouri's most recent national ranks in total credit hour enrollment (18th) and overall annual degree completions (15th) are comparable to its population ranking according to the Census Bureau (18th for 2008).
- The state tracks with the national average in percent of family income required to pay for college at a public institution according to the nationally recognized *Measuring Up* report, last released in 2008. Independent Missouri institutions are relatively less expensive than the U.S. average but more costly than in surrounding states.
- The percentage of degrees granted in Missouri corresponding to METS fields in 2007-08 matched the national average (17 percent), but was slightly higher than contiguous states (15 percent).
- Missouri institutions spend significantly more than institutions in surrounding states on research and public service, though slightly less than the national average.
- Same-year college attendance for public high school graduates has remained stable at approximately 69 percent for the past five years.

Low

- Missouri ranks 43rd nationally in per-FTE appropriations for operating expenses, and has yet to attain FY2002 levels of state support.
- Missouri ranks 37th in the nation in the New Economy Index developed by the Kauffman Foundation to measure states' abilities to compete in a global, knowledge-based economy. Missouri ranked 28th in 2002.
- Only 29 percent of freshmen eligible for Pell grants filed a FAFSA by the April 1 deadline to qualify for Access Missouri funds in 2007-08. Comparable national data is currently unavailable.
- Missourians with bachelor's and graduate degrees earn substantially less than the national average, although differences in cost of living account for some of the disparities.

IMPERATIVES FOR CHANGE: BUILDING A HIGHER EDUCATION SYSTEM FOR THE 21ST CENTURY

A COORDINATED PLAN FOR THE MISSOURI HIGHER EDUCATION SYSTEM

BASELINE SUMMARY REPORT DECEMBER 2009

Mission Statement

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

INTRODUCTION

Imperatives for Change, adopted by the Missouri's Coordinating Board for Higher Education in July 2008, serves as the state's strategic plan for the improvement of a comprehensive system of higher education, encompassing all educational sectors, and designed to positively influence student success and economic development throughout a student's progression across the P-20 pipeline.

The plan, developed through engaged discussion and collaboration with the state's diverse postsecondary institutions, the Coordinating Board and Missouri Department of Higher Education (MDHE) staff, as well as other key participants and stakeholders, is intended to serve as the foundation of an integrated Missouri public agenda for education and workforce development. While still relatively new, *Imperatives for Change* has already proven invaluable in guiding the development and implementation of targeted strategic initiatives across the state, and will continue to serve a vital role in decision-making and in the optimal allocation of limited resources.

Of course, the impact and utility of *IFC* would be limited at best, without focused attention on a transparent and public accounting of the state's progress toward meeting its defined goals and objectives. To these ends, presented here for public review is the first annual *Imperatives for Change Baseline Summary Report*, which details the state's position in relation to selected high-priority indicators incorporated into the plan.

MDHE staff believe the coordinated plan, and the supporting data provided herein, will continue to serve as a clarifying influence on decision-making across the state, and we look forward to working with all who have a stake in the health of the state's education to workforce pipeline.

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IMPERATIVES FOR CHANGE – GOALS AND OBJECTIVES

Imperatives for Change builds on a common mission, vision, and shared values to outline a set of defined goals, objectives, indicators, and proposed action steps through which the Coordinating Board, the MDHE, the institutions, as well as policymakers and other stakeholders, can collaborate to measure and strengthen higher education, and Missouri's entire P-20 student-to-workforce pipeline. Toward these ends, the coordinated plan defines 50 indicators, which are organized around three major goals and 12 important objectives:

GOAL 1: MISSOURI'S HIGHER EDUCATION SYSTEM WILL IMPROVE EDUCATIONAL ATTAINMENT, INCLUDING CERTIFICATE AND DEGREE PRODUCTION AT ALL LEVELS, TO ENHANCE THE QUALITY OF MISSOURI'S WORKFORCE AND THE QUALITY OF LIFE OF ITS RESIDENTS.

Objective 1A: Increase the percent of Missouri residents who possesses a postsecondary credential.

Objective 1B: Missouri's system of higher education will become more affordable to more Missourians.

Objective 1C: Missouri's higher education system will demonstrate continual improvement or sustained excellence in student learning outcomes.

Objective 1D: Increase college attendance rate of high school students.

Objective 1E: Increase college attendance rate of non-traditional students.

GOAL 2: MISSOURI'S HIGHER EDUCATION SYSTEM WILL CONTRIBUTE TO A DYNAMIC, INFORMATION-BASED, GLOBALLY COMPETITIVE SOCIETY AND ECONOMY BY COLLABORATING WITH GOVERNMENT AND BUSINESS.

Objective 2A: Missouri's higher education system will demonstrate improvement in meeting the workforce needs of Missouri.

Objective 2B: Missouri's higher education system will increase the number of degrees and certificates awarded in METS-related and health practitioner fields.

Objective 2C: Missouri's higher education system will increase the number of graduate degrees awarded in critical fields.

Objective 2D: Missouri's higher education system will increase the amount and scope of basic and applied research and development activity to the extent consistent with institutional missions.

Objective 2E: Missouri institutions will increase learning experiences beyond the classroom and service activities beyond the campus in support of promoting civic engagement, understanding international and cultural issues, and improving critical thinking.

GOAL 3: MISSOURI’S HIGHER EDUCATION SYSTEM WILL INCREASE EXTERNAL FINANCIAL SUPPORT FOR HIGHER EDUCATION BY DEMONSTRATING ITS VALUE TO KEY STAKEHOLDERS AND PUBLIC POLICY-MAKERS WHILE UNDERSTANDING THAT SHARED RESPONSIBILITY IS NECESSARY FOR PROVIDING A GLOBALLY COMPETITIVE WORKFORCE, CREATING VALUABLE NEW KNOWLEDGE AND PRODUCTS, AND ENRICHING THE QUALITY OF LIFE OF ALL MISSOURIANS.

Objective 3A: Missouri’s higher education system will increase the efficiency with which students move to graduation.

Objective 3B: Missouri’s higher education system will annually attract additional resources.

Sustained, collaborative focus on these agreed goals, objectives, and defined indicators will ensure that focus remains where it belongs – on the effectiveness and efficiency of the state’s integrated system of higher education and workforce development, and on the preparation, persistence, and success of its students, from toddlers taught by the state’s early childhood education graduates to engineering grads building and maintaining the state’s growing alternative energy infrastructure.

PROGRESS AND CHALLENGES FOR MISSOURI

Imperatives for Change provides a common framework for prioritizing new initiatives, and for the allocation of scarce resources in difficult economic times. Focus on the goals and objectives outlined in IFC will assist the Coordinating Board, the MDHE, the institutions, and policymakers in determining how best to ensure that Missouri's education and workforce pipeline continues to strengthen, to the benefit of students, families, and the state's economy.

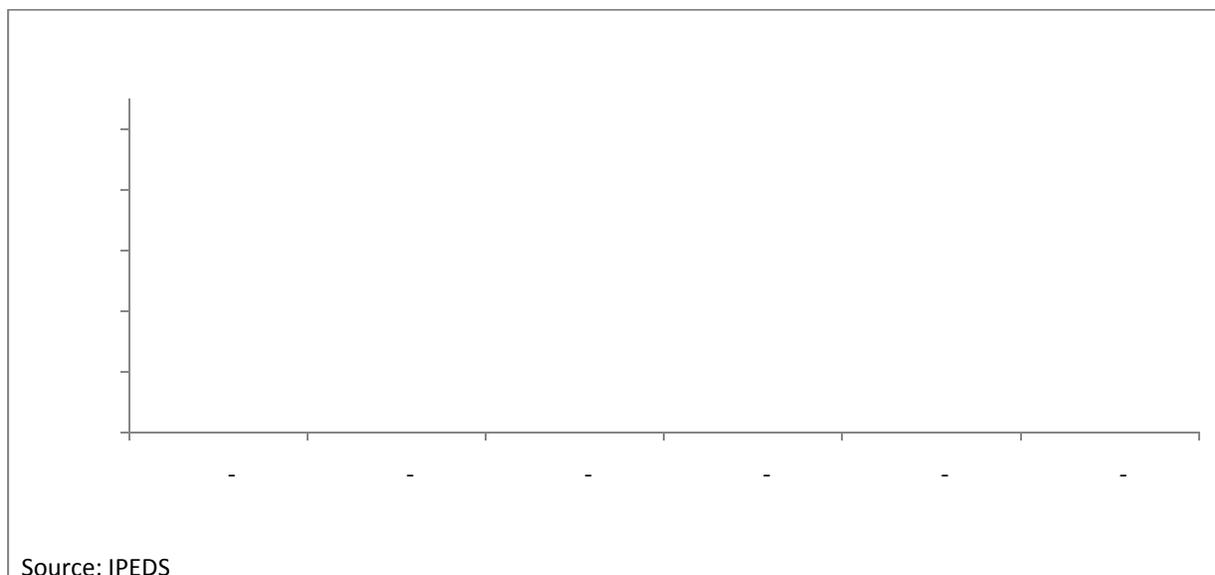
Toward these ends, the initial *Imperatives for Change* Annual Report spotlights attention on Missouri's position in relation to key / high-priority indicators, with the intent that ongoing measurement and public review will motivate all stakeholders to focus their efforts and resources where the challenges and benefits are greatest. In addition, while data published in the June 2009 Baseline Report incorporated data on all indicators for which data was available, this report is intended as a call to action; focus on key / high-priority indicators, detailed below, will most effectively engage the widest possible audience, and is designed to align with the progress of sector workgroups, which are developing target goals and strategic actions linked to a select "first tier" of IFC indicators.

GOAL 1: INCREASE EDUCATIONAL ATTAINMENT

1AB - NUMBER OF DEGREES AND CERTIFICATES AWARDED

Fundamental to efforts to increase educational attainment in Missouri will be ongoing efforts to increase degree production across all postsecondary sectors. Available data detail that Missouri institutions awarded 83,075 degrees and certificates in the 2007-08 academic year. On a per capita basis, Missouri ranked 9th in total awards, and 6th at the graduate and professional levels. However, Missouri's five-year rate of change, a 13 percent increase, ranks only 35th nationally. Clearly, there is some evidence the rest of the nation is gaining ground.

Figure 1 Total Degree Completions over Time



1A2 – TRANSFER STUDENT BACCALAUREATE COMPLETION

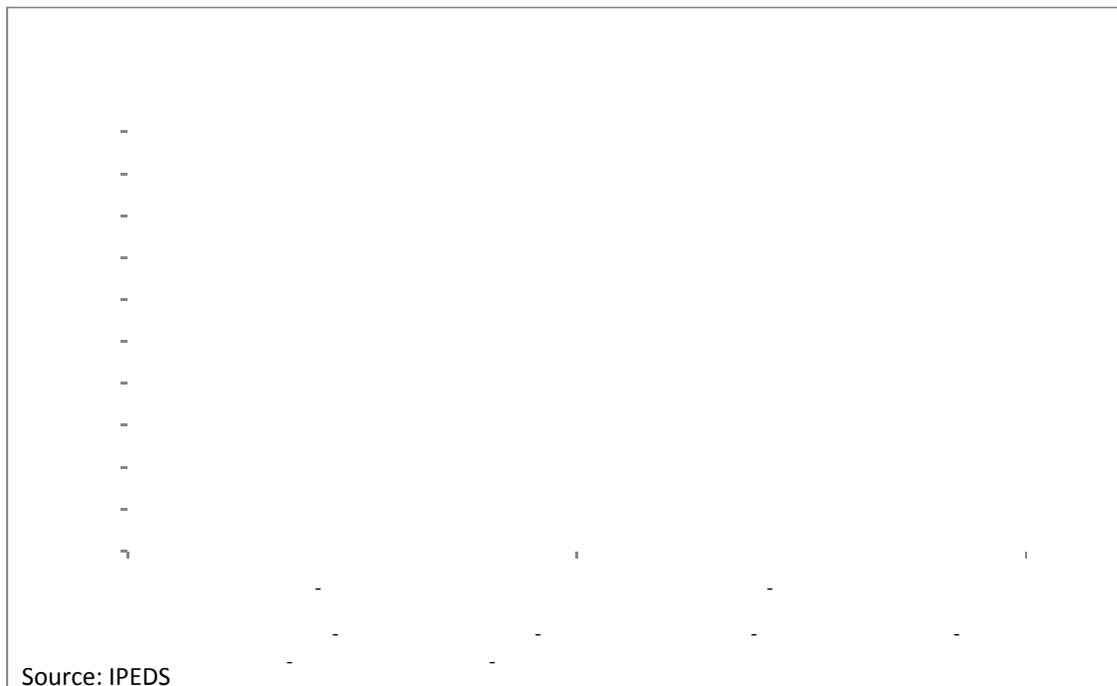
The Coordinating Board, the MDHE, the CBHE Committee on Transfer and Articulation, the institutions, and many other key stakeholders have focused consistent attention on streamlining pathways for the state’s transfer students. Their success is vital to efforts to strengthen Missouri’s educational attainment, as evidenced by continued interest in the articulated 42-hour block of general education credit, as well as more recent high-priority policy work, including the Curriculum Alignment Initiative and statewide agreement on the Associate of Arts in Teaching.

An important measure of the success of these efforts will be the baccalaureate completion rates of transfer students at the receiving institution. While discussion continues regarding the most appropriate methodology for measurement of this indicator, current data limits analysis of transfer students into the state’s public four-year sector, available data detail that 44 percent of transfer students from public two-year institutions enrolling in fall 2003 had completed a bachelor’s degree by spring 2007; 51 percent of transfers from another public four-year institution had completed. In addition, data details that 46 percent of Caucasian students and 41 percent of Hispanics, but only 27 percent of African-Americans within the cohort had graduated within this timeframe.

1AC – FALL-TO-FALL PERSISTENCE

Student persistence, or retention, is an invaluable measure of student success; persistence is reflective of student preparation at earlier stages of the pipeline, and predictive of later success, in terms of degree completion and workforce participation.

Figure 2 Student Persistence by Attendance Status and Educational Sector



Data detail that 47 percent of first-time part-time degree-seeking students enrolled in a Missouri postsecondary institution in fall 2006 were still enrolled at that institution in fall 2007; 65 percent of similar full-time students persisted to the following year. Both percentages are at or slightly higher than the U.S. and contiguous states average; in addition, while trend data on this measure varies across sectors, persistence at proprietary four-year institutions has increased dramatically since fall 2002.

1B1 – PERCENTAGE OF FAMILY INCOME REQUIRED TO PAY FOR COLLEGE

The ability of students and families to afford a college education will continue to be of utmost importance and policy interest, as key stakeholders work to strengthen Missouri's educational attainment and attractiveness to potential employers and investors. On a positive note, the state's public four-year institutions have recently announced that tuition and fees for resident undergraduates will be frozen for 2010-11; this is the second consecutive year the sector has agreed to a freeze in return for assurances from Governor Jay Nixon regarding his recommendation for state higher education appropriations.

Table 1 Percent of Family Income Needed to Pay for College

Percent of Family Income (Average of All Income Groups) Needed to Pay for College After Financial Aid -- AY2007-08 (States Ranked From Most Affordable)			
	Public 2 Year	Public 4 Year	Independent 4 Year
Missouri	23%	29%	69%
Missouri Rank	23	28	31
US Average	24%	28%	76%
Contiguous States Avg	22%	26%	56%
High Funding States	23%	25%	74%
Top Ten States	19%	18%	41%
High State	Arkansas	Tennessee	Idaho
	17%	13%	26%
Low State	New Hampshire	Pennsylvania	New Mexico
	34%	41%	110%
Source: Measuring Up 2008			

For purposes of reporting in *Imperatives for Change*, MDHE staff reference reporting in the nationally recognized *Measuring Up* report card, published by the National Center for Public Policy and Higher Education. For 2008, *Measuring Up* reports that 23 percent of family income is required to pay for attendance at a public two-year institution in the state, 29 percent at a public four-year university, and 69 percent for study in the independent four-year sector. These percentages all track with or exceed national averages, although independent institutions in contiguous states are rated at 56 percent on average, and contiguous states lead the nation in the public two-year (Arkansas: 17 percent) and public four-year sectors (Tennessee: 13 percent).

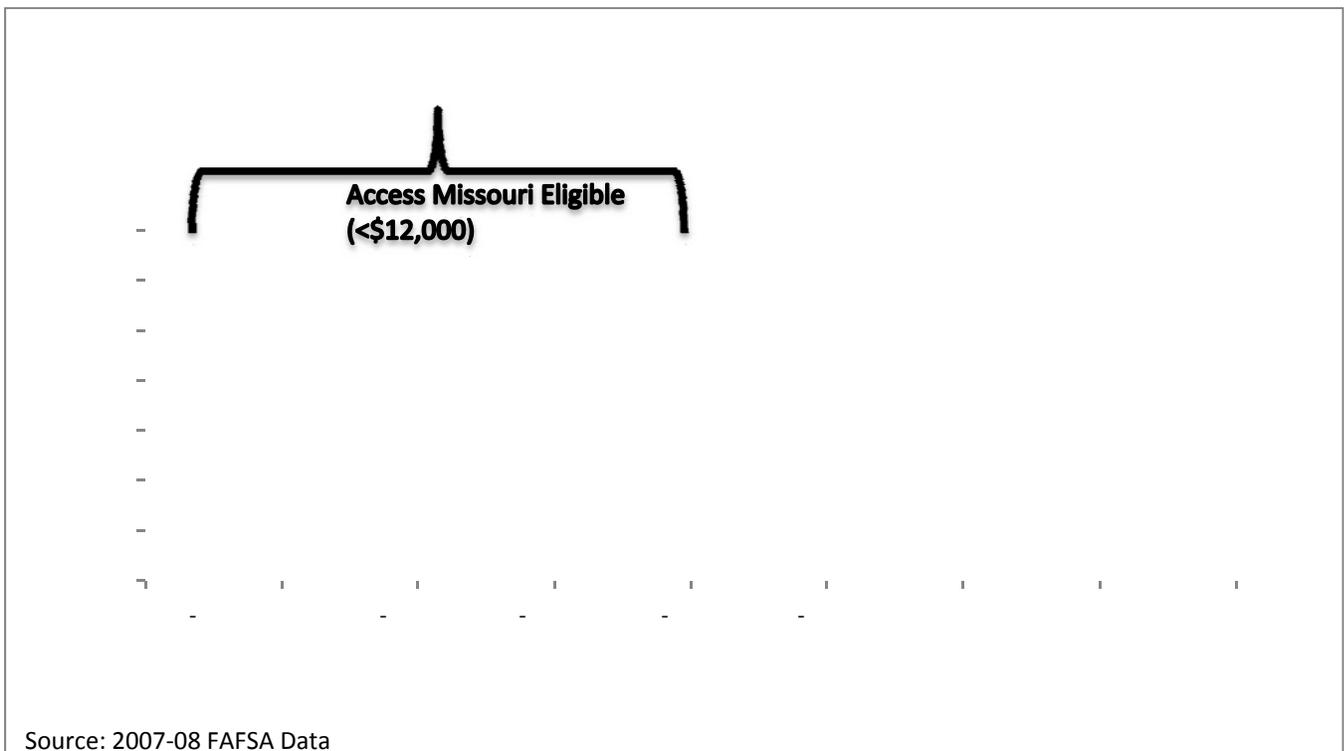
1B2 – TOTAL FINANCIAL AID AWARDED

Because affordability can be a major barrier to degree attainment, IFC measures student financial aid distributed annually by the state’s public and comprehensive independent institutions. During the 2007-08 academic year, institutions disbursed over \$2.6 billion in grants, loans, and other aid to students from federal, institutional, state, and other sources. Nearly \$1.1 billion was reported as need-based aid, and the implementation and dramatic growth of Access Missouri drove a 144 percent increase in state aid since the 1999-00 academic year.

1BA – MISSOURI RESIDENT ON-TIME FAFSAS FILED

The dramatic increase in state-funded need-based aid available through the Access Missouri grant program has highlighted the significant number of potentially eligible students (those with an Estimated Family Contribution of \$12,000 or less) who do not receive this much needed financial aid because they fail to file their Free Application for Federal Student Aid (FAFSA) by the April 1st deadline. Accordingly, only 34 percent of eligible freshmen in 2007-08, and 38 percent of all eligible filers, completed their application in time for consideration.

Figure 3 Percentage of FAFSAs filed On-Time by Missouri Residents



1C1, 1C2, AND 1C3 – STUDENT ASSESSMENT

Student learning is at the core of the institutions’ missions; discussion and policy work will continue around the most productive role for the state in measuring student learning at the individual, program, or institutional level. Of particular importance in Missouri is the work of the Learning Assessment in Missouri Postsecondary Education

(LAMP) Advisory Council, which will be working through year-end 2010 on research and policy recommendations pertaining to student assessment, with particular focus on access and placement, as well as general education.

As that work progresses, however, the MDHE continues to collect a long-standing survey instrument which provides basic information on student performance on nationally normed assessments of general education, major field tests, and licensure and certification exams (including teacher education).

Over the past three years (2005-06 through 2007-08), the percentage of baccalaureate completers who had scored above the 50th percentile on a normed general education remained relatively stable at 62 percent, and the pool of test-takers declined 14 percent in a single year (2006-07 to 2007-08), as some institutions moved to sampling to cut costs. Over the same three-year period, similar performance on normed major field tests declined among associate's degree completers (down from 72 percent to 61 percent scoring above the 50th percentile), and baccalaureate grads (from 61 percent to 57 percent).

Finally, while similar performance on the Praxis exam (required for teacher certification) has inched up for baccalaureate and post-baccalaureate candidates, pass rates on other licensure and certification exams for bachelor's completers have fallen from 90 to 83 percent over the three year period.

1D1 AND 1E1 – STUDENT ENROLLMENT

Many of the indicators detailed in and to be monitored in IFC, including student persistence, measures of student learning, and eventual completion, are of course contingent on student enrollment in postsecondary education. Through extensive discussion and consideration of the interests of sector groups developing collective target goals and strategic actions (to be detailed in a subsequent section of the report), decisions have been reached to focus reporting on two of these indicators in particular.

Table 2 College Attendance by Same Year High School Graduates

Same Year Attendance Rates of Missouri Spring High School Graduates					
	2004	2005	2006	2007	2008
Number of Graduates	56,935	58,040	57,838	58,435	60,200
Percent Entering:					
4-Year Postsecondary	39%	38%	39%	39%	40%
2-Year Postsecondary	27%	27%	26%	26%	27%
Other Postsecondary	4%	4%	4%	4%	4%
Total Postsecondary	69%	69%	70%	70%	70%
Work Force	20%	20%	19%	19%	19%
Military	3%	3%	3%	3%	3%
Other	3%	3%	3%	3%	2%
Status Unknown	5%	5%	5%	6%	6%
Source: Missouri Dept. of Elementary and Secondary Education					
Core Data As Submitted by Missouri Public Schools					

First, the majority of the state’s public and comprehensive independent institutions do draw much of their enrollment from the Missouri’s recent high school graduates, although projections abound that this cohort will flatten or even slightly decline in the near-term future, and available data suggests that the percentage of these students who immediately enroll in college has remained flat at 69-70 percent over the past five years.

As a result, many of the state’s institutions, particularly in the independent sector, have expressed greater interest in targeting and monitoring the participation of non-traditional students. Available data details that Missouri ranks 27th in the percentage of total population over age 25 currently enrolled in postsecondary education, however, the state ranks 16th in the percentage enrolled as undergraduates in an independent institution, and 14th among graduate enrollees in the independent sector.

1DB AND 1C4 – STUDENT ENROLLMENT AND SUCCESS FOLLOWING REMEDIAL COURSEWORK

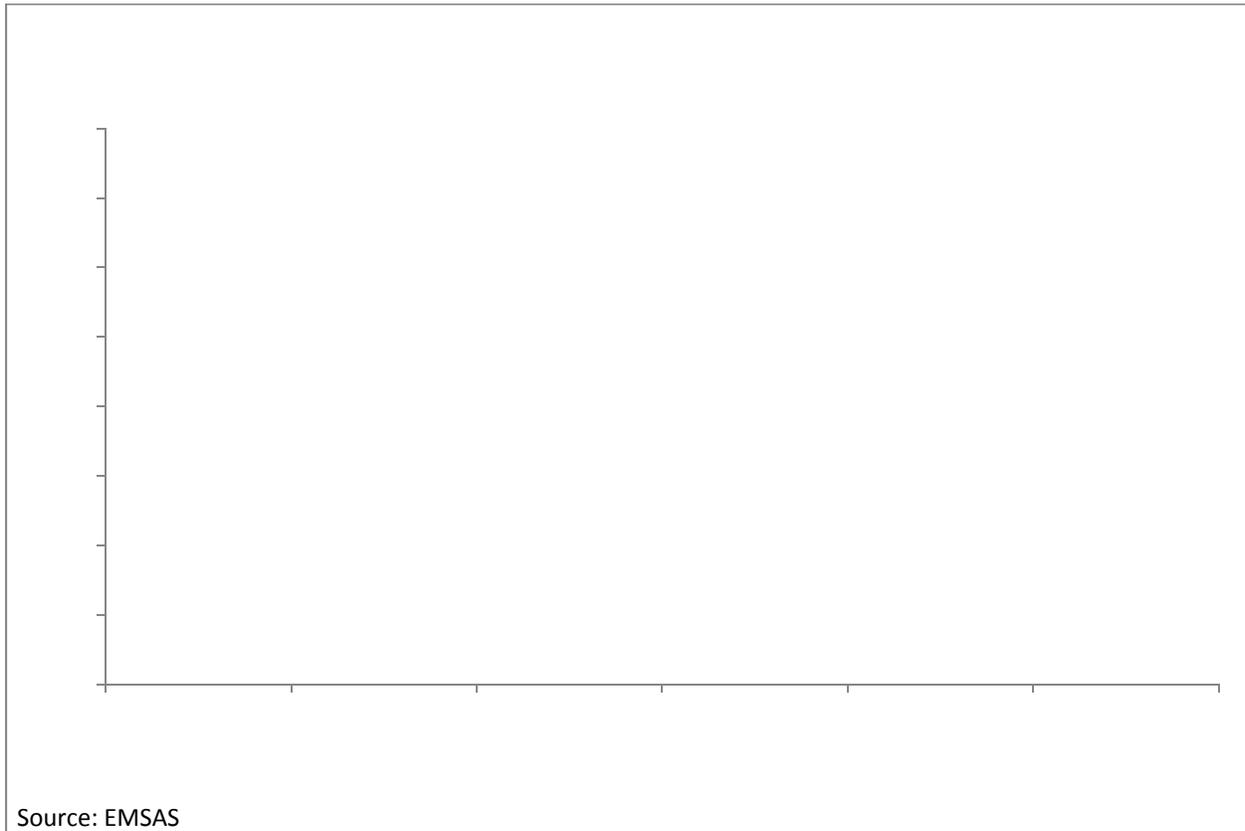
Focused interest continues on the quality of student preparation as a major predictor of student success and productive participation in the Missouri workforce. Of course, one of the most direct measures of student preparation for postsecondary coursework is the enrollment in remedial courses by incoming first-time freshmen. As is the case in many states, the “benchmark rate” has been the enrollment of immediate past-year high school graduates in remedial math, English / writing, and/or reading in their first fall term at a public two- or four-year institution. This measure, important in its own right, is also seen as an indirect measure of several other key policy priorities, including the quality of teacher preparation in the state, and the availability of rigorous coursework across the state’s high schools.

Available data details that the percentage of recent high school graduates enrolled in remediation has increased dramatically since reporting began in 1996. Even in recent years, however, the rate has ticked upward, from 34.4 percent in fall 2004 to 37.5 percent in 2008. In addition, significant gaps persist across racial / ethnic groups; a relatively small number of Asian students enroll in remediation at a 23.8 percent rate; Caucasian students enroll at 32.1 percent, and 64.2 percent of African-American students require remediation upon first-time enrollment.

Of course, some caveats accompany these percentages; there are long-standing differences in placement policies across the institutions, and MDHE staff has become aware of some gaps in reporting of enrollments, which more recent research is designed to reduce. Notwithstanding these caveats, however, enrollment in remediation will continue to be a high-priority measure in *Imperatives for Change*, and the focus of engaged policy work and discussion across the state. Of particular interest will be policy recommendations on placement to be put forth by the LAMP Advisory Council, as well efforts to study the impact of entry-level course competencies developed through the Curriculum Alignment Initiative, and strengthened graduation requirements for the state’s public high school graduates, scheduled for full implementation for the class of 2010.

Finally, IFC incorporates measurement of a Developmental Student Success Rate in Collegiate Level Courses as an additional indicator measuring the immediate impact of remedial coursework on enrolled students. While no statewide data is currently available, the MDHE has piloted optional collection of this information in a survey instrument mirroring methodology adopted by the National Community College Benchmarking Project. The sector workgroup representing Missouri Community College Association (MCCA) has identified this indicator for development of a sector-level target goal and strategic action(s), and several individual institutions chose this indicator and reported data in connection with their selected Institutional Performance Measure (Appendix B).

Figure 4 Remediation Rate of Recent Missouri High School Graduates



1EA – ENROLLMENT IN NEW JOB TRAINING, CUSTOMIZED TRAINING, AND RELATED TRAINING PROGRAMS

The MDHE has for many years collected information on Contract and Customized Training programs, as well as the state's Community College New Jobs Program, in connection with measurement of the activities of Regional Technical Education Councils (RTECs), established under the State Plan for Postsecondary Vocational Technical Education in 1996, and to be administered by each community college and Linn State Technical College. Though funding for the RTEC initiative is no longer a dedicated line item in the state budget, interest remains in monitoring and supporting these programs. During the 2007-08 fiscal year, an unduplicated count of 49,389 students/workers participated in these programs; 32,577 participants were served through Customized Training partnerships between the institutions and local employers.

GOAL 2: CONTRIBUTE TO THE ECONOMY

2A2, 2B1A, AND 2B2A – DEGREES AND CERTIFICATES AWARDED IN METS, HEALTH, AND CRITICAL NON-METS FIELDS

Critical occupations in Math, Engineering, Technology and Science (METS), Applied Health and Medicine, and other fast-growing segments of the labor force rely upon Missouri's postsecondary institutions to provide qualified

professionals to compete in the global economy. These critical fields are central to improving the present and future quality of life and economic prosperity for Missouri residents. A fundamental benchmark of Missouri's preparation for emerging needs in these areas is the number of completions in these fields and new teachers trained to educate future generations.

In Missouri and across the country, growth has been substantial in the number of degrees awarded to health practitioners. Available data indicates that Missouri awarded 14,142 of these degrees and certificates in the 2007-08 academic year, 50 percent more than five years earlier. While this growth parallels national growth in health fields, Missouri awards in other METS disciplines have fallen 13 percent during the same period, as awards across the nation have increased by 3 percent. Missouri graduate degrees in METS fields have risen by 5 percent, accounting for 23 percent of the total 13,832 awards.

Table 3 Number of METS Degrees Awarded

Number of METS Degrees Awarded and as Percentage of All Degrees, AY2007 08					
	Certificate	Associate's	Bachelor's	Graduate	Total Degrees
Missouri	590	1,513	8,608	3,121	13,832
Missouri (AY2002-03)	1,389	2,843	8,786	2,971	15,989
MO Growth since AY2002-03	-58%	-47%	-2%	5%	-13%
US Average	822	1,712	7,496	2,755	12,785
US Growth since AY2002-03	-22%	-20%	9%	19%	3%
Contiguous States	895	1,187	5,703	1,961	9,746

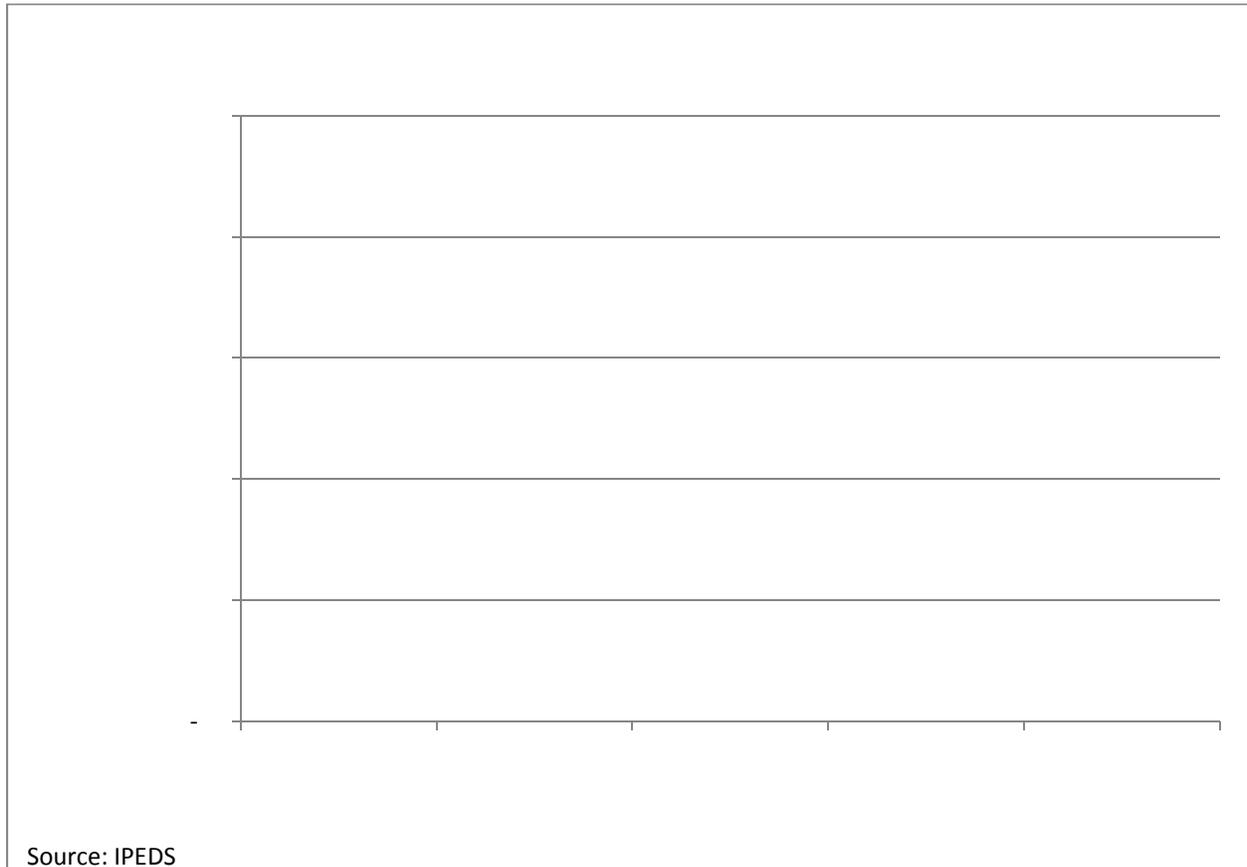
Due to the flexibility of the labor force and ability of graduates to work in fields indirectly related to their area of study, current data and methodology do not allow for precise pairing of degree completions with projected need. Nevertheless, awards in disciplines associated with the top 50 job openings in Missouri by 2014 (excluding METS and Health practitioner) exceeded 24,000. Most of these degrees are baccalaureate (36 percent) or graduate (38 percent) and account for nearly one-third of all degrees awarded in the state.

2D2, 3B3 – EXTERNAL GRANTS AND CONTRACTS TO MISSOURI POSTSECONDARY INSTITUTIONS

Research and innovation play an increasingly important role in the culture, academic focus, and financial stability of postsecondary institutions. State and federal grant funding provide incentive for economic development and result in discoveries and products to improve the quality of life for Missouri residents. In these times of fiscal shortage they provide additional revenue as well. These funds provide incentive to attract quality faculty and strengthen the reputations of the state's institutions.

Funding distribution in the United States varies by region, and while Missouri receives less grant and contract dollars than the average state, at almost \$1.5 billion in fiscal year 2007, it greatly exceeded surrounding states. In spite of this large sum, Missouri's trend lags behind the nation and regional peers. These funding sources have only risen by 22 percent over the past five years compared to a growth of 26 percent in the average state, and 35 percent for surrounding states.

Figure 5 Grant and Contract Revenues, FY2007



GOAL 3: INVESTMENT IN HIGHER EDUCATION

3A1 – THREE- AND SIX YEAR GRADUATION RATES

Graduation rates are a common measure of student and institutional success, because degree attainment is most often the student's goal. Fewer years in school means less financial resources from the state and students and expedites participation in the workforce. Missouri's graduation rates mirror the national average. Among full-time, first-time degree-seeking students at four-year institutions in the 2001-02 academic year, 56 percent graduated within six years. In the 2004-05 academic year 32 percent of students at two-year institutions completed within three years, and another 11 percent had transferred to a four-year institution, presumably with the aim of baccalaureate completion.

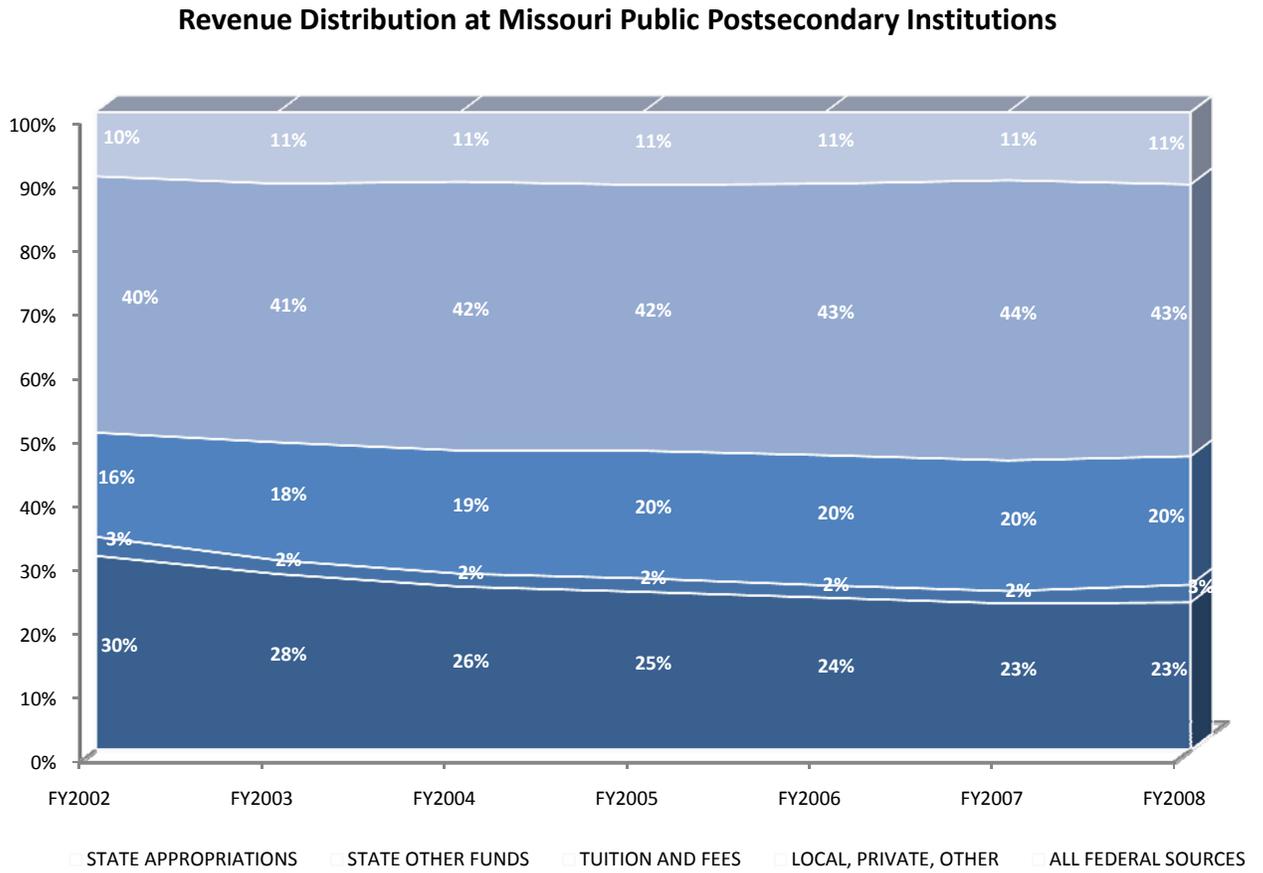
Table 4 Three- and Six-Year Completion and Transfer Rates

Three- and Six-Year Graduation Rates for Academic Completion Year 2007 (4Y Cohort:2001, 2Y Cohort:2004), by Demographic Group				
	% 4 Year Complete	% 4 Year Transfer	% 2 Year Complete	% 2 Year Transfer
Male	53%	8%	24%	13%
Female	58%	8%	37%	10%
Caucasian	58%	8%	32%	12%
African-American	40%	9%	32%	7%
Hispanic	47%	8%	32%	6%
Other Race	56%	4%	26%	10%
TOTAL	56%	8%	32%	11%
Source: The Integrated Postsecondary Education Data System (IPEDS)				

3B1 – STATE APPROPRIATIONS FOR HIGHER EDUCATION APPROPRIATIONS

Higher education funding is a continual challenge in the U.S. State appropriations for higher education experienced a dramatic reduction in the 2003 fiscal year and have increased incrementally over the past seven years, only reaching the prior 2002 fiscal year level in 2010. From the 2002 to 2008 fiscal years, state funds as a percentage of all institutional revenue fell from 33 percent to 26 percent. At \$7,376, Missouri appropriates 25 percent less per full-time equivalent student than the U.S. average, lagging even further behind surrounding states.

Figure 6 Revenue Distribution at Missouri Public Postsecondary Institutions



Source: IPEDS

TARGET GOALS AND STRATEGIC ACTIONS

The upcoming integrated annual report will address the Coordinating Board’s directive for work toward developing target goals and strategic actions linked to *Imperatives for Change*, which would be developed collaboratively by the institutions and MDHE staff. Toward the fulfillment of this directive, the state’s public four-year institutions, community colleges, independent institutions, and Linn State Technical College have formed sector workgroups which have worked with MDHE staff to identify subsets of IFC indicators for which target goals and strategic actions would be proposed. Several key factors, not least differing subsets of indicators and baseline data, have to the present resulted in a process which will initially result in sector-specific work, although many participants have expressed support for greater cross-sector work where possible and productive.

COUNCIL ON PUBLIC HIGHER EDUCATION (COPHE)

- a workgroup representing the public four-year sector has identified a subset of high-priority indicators for initial work, and has worked with member institutions to identify overlap with existing institutional target goals.
- the institutions propose using this information, where available, to “roll up” to sector-level target goals and strategic actions.

INDEPENDENT COLLEGES AND UNIVERSITIES OF MISSOURI (ICUM)

- A workgroup representing the state’s comprehensive independent institutions has worked with MDHE staff to identify a subset of high-priority indicators for initial work, and is in discussions with the broader ICUM membership to vet the selected indicators. Discussions will continue with the institutions’ input guiding future work.

LINN STATE TECHNICAL COLLEGE (LSTC)

- LSTC staff and administration have worked with MDHE staff to identify a subset of high-priority indicators for initial work, and have proposed target goals and action steps associated with these indicators.
- MDHE staff have reviewed and accepted target goals and strategic actions proposed by LSTC, and will work with the institution on additional recommendations, particularly regarding potential changes to the collection of assessment data, and specific programs to be identified as METS fields.

MISSOURI COMMUNITY COLLEGE ASSOCIATION (MCCA)

- MCCA presidents and chancellors have identified a Research Council workgroup, which is tasked to work with MDHE staff on sector-level target goals and strategic actions associated with IFC.
- The workgroup has identified a subset of high-priority indicators for initial work, and has proposed target goals linked to student success (transfer and completion), and degrees awarded.

The following demonstrate IFC indicators provisionally agreed upon by each sector workgroup to establish sector-level target goals and proposed strategic actions.

ID	Indicator	COPHE	MCCA	TECH	ICUM
1A2	Transfer student baccalaureate completion	✓			✓
1AA	The number of postsecondary credit hours delivered	✓			
1AB	Number of degrees and certificates awarded (<i>to students in the state of Missouri</i>)	✓			✓
1AC	Fall to fall persistence rate	✓	✓	✓	✓
1B2	Total student financial aid awarded to Missouri students				✓
1C1	General education assessment	✓	✓	✓	✓
1C2	Major field assessments	✓		✓	✓
1C3	Licensure and certification assessment	✓	✓		✓
1C4	Developmental Student Success Rate in collegiate courses		✓		
1CA	Results of student engagement and/or satisfaction surveys				✓
1D2	Percentage and number of 18-24 year olds enrolled - disaggregated by demographics				✓
1E1	Percentage and number of non-traditional enrollees in postsecondary				✓
1EA	Enrollment in new job training, customized training and related training programs	✓		✓	
2AA	Employer follow-up survey results			✓	
2A2	Number of degrees and certificates in key (non-METS) fields	✓			✓
2B1A	METS-related completions, including METS-related teacher education	✓		✓	✓
2B1B	METS transfer baccalaureate completion	✓			✓
2B2A	Health practitioner completions	✓	✓	✓	✓
2B2B	Health practitioner transfer student baccalaureate completion	✓			✓
2C1	Number of graduate and professional degrees awarded in critical fields				✓
2D2	Total number and value of external grants awarded to researchers connected to Missouri higher education	✓			
2D3	Number of invention disclosures and patents awarded in connection with Missouri higher education institutions	✓			
2D4	Number of new business start-ups linked to research or development incubators associated with Missouri higher education institutions	✓			
2E1	Percentage of students participating in "high impact" learning activities				✓
2E2	Number of direct education outreach programs and participants (e.g. ESL, TRIO, ABE, etc.)	✓			
3A1	Three and six year graduation rates	✓		✓	✓
3B1	Total state appropriations received for higher education operations		✓		
3B1iii	State higher education operating appropriations received per FTE compared to surrounding states and the national average		✓		
3B3	Total federal non-student aid dollars received by Missouri higher education institutions	✓			

STRENGTHENING MISSOURI'S EDUCATION AND WORKFORCE PIPELINE

Designing an integrated public agenda for education and the workforce is necessarily a complex process, especially when the end-goal for such an integrated plan is the support and ongoing participation of all key stakeholders, across educational sectors, business, and community organizations. The development, approval, and reporting of selected indicators associated with *Imperatives for Change* has been a laborious, but deeply collaborative process, and the continued development of target goals and strategic actions linked to the plan's goals, objectives, and indicators will continue to involve consensus-building across many agencies, groups, and interests.

The result, however, should serve as the foundation for an integrated coordinated plan for Missouri's educational and economic growth. Economic and social prosperity are contingent upon a strong education system from preschool to high school, technical and career training, undergraduate and graduate studies, and transition points from one educational institution to another and into the workforce are critical moments where coordination across sectors and engaged strategic planning can positively impact the students' progress through the pipeline.

Toward these ends, collaboration among P-20 partners can provide insight into factors contributing student preparation for the emerging employment and economic opportunities of tomorrow.

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

A Coordinated Plan for the Missouri Higher Education System

Adopted by the Coordinating Board for Higher Education

July 30, 2008

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

Introduction

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

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

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

Mission Statement

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

Vision Statement

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

Basic Values

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

- ❖ Higher education in Missouri serves many purposes and constituencies, but first and foremost the system is focused on students, learning, and each individual's realization of their full educational potential.
- ❖ Qualified students should be able to attend the higher education institution that best fits their educational goals and needs regardless of cost.
- ❖ Access without success is an empty promise. Missouri's higher education institutions are dedicated to providing nationally and internationally competitive educational programs, research, and extension services to ensure their students have the knowledge and skills necessary for success in the 21st century, including the ability to think critically, to communicate effectively, and to be life-long learners.
- ❖ Diversity of institutional missions is a strength of the system that must be preserved.
- ❖ Higher education is a public good as well as a private benefit, contributing both to economic development and civic engagement.
- ❖ Basic and applied research, the creation of knowledge, and the application of information to solve problems are basic functions of the higher education system that must be recognized and supported.
- ❖ The higher education community is dedicated to making decisions based on reliable and transparent data.
- ❖ The higher education community values the appropriate use of technology to enhance programs, services, research, and administration.
- ❖ Public accountability for learning outcomes and stewardship of public funds are priorities for Missouri's higher education institutions.
- ❖ Ensuring the continued affordability and effectiveness of Missouri's higher education system requires a partnership among the institutions, the state, and other stakeholders.

Strategic Issues, Goals, and Action Steps

Strategic Issue: *Increase Educational Attainment*

GOAL 1: Missouri’s higher education system will improve educational attainment, including certificate and degree production at all levels, to enhance the quality of Missouri’s workforce and the quality of life of its residents.

Objective 1A: *Increase the percent of Missouri residents who possesses a postsecondary credential.*

Indicators

- 1) Percentage of the population aged 25 to 64 who hold a degree or certificate, for the state as a whole and disaggregated by demographic groups and regions
- 2) Number of transfer students who graduate from any institution with a baccalaureate degree
- 3) Increases in personal income from degree attainment

Contributing Factors

- a) Number of postsecondary credit hours delivered
- b) Number of degrees and certificates awarded, disaggregated by demographic groups
- c) Cohort analysis of persistence from fall semester to fall semester

These action steps may be taken as appropriate:

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

Objective 1B: *Missouri’s system of higher education will become more affordable to more Missourians.*

Indicators

- 1) Percentage of family income required to pay for college after grant and scholarship aid by income quintiles
- 2) Total student financial aid awarded to Missouri students from all sources including both restricted and unrestricted institutional funds

Contributing Factors

- a) Missouri resident on-time FAFSAs files by income and EFC level
- b) Percent change in state appropriations for higher education

These action steps may be taken as appropriate:

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

Objective 1C: *Missouri's higher education system will demonstrate continual improvement or sustained excellence in student learning outcomes.*

Indicators

- 1) Results of assessments of student learning in general education (Institutions will be provided the option of using national normed tests and/or participation in an MDHE administered project involving samples of student work evaluated by a statewide committee of faculty). Data generated should serve dual purposes of accountability, i.e., demonstration of learning gains, and improvement, i.e., use by faculty to make changes in curriculum content and delivery.
- 2) Results of assessments of student learning of major fields
- 3) Pass rates on licensure and certification examinations
- 4) Developmental student success rate in collegiate-level courses

Contributing Factor

- a) Results of student engagement and/or satisfaction surveys

These action steps may be taken as appropriate:

- ✓ Continue to experiment with VSA and/or similar template for reporting of assessment of student learning gains;
- ✓ Evaluate need for and potential structure of policy in student assessment and placement, especially as a natural outgrowth of Curriculum Alignment Initiative

- ✓ Evaluate potential revisions to statewide data collection to better illustrate the scope and magnitude of postsecondary assessment
- ✓ Inventory instruments currently used to assess general education, major field, and professional certification / licensure

NOTE: Prior to implementation of this section, there should be exploration with DESE, the State Board of Education, and P-12 organizations to obtain joint agreement.

Objective 1D: *Increase college attendance rate of high school students.*

Indicators

- 1) Same year fall college attendance rates of spring Missouri high school graduates
- 2) Percentage of the population and number of students aged 18 to 24 enrolled in postsecondary education, disaggregated by demographic group

Contributing Factors

- a) Percent of Missouri 9th graders who take the ACT within four years
- b) Percent of Missouri high school graduates enrolled in postsecondary education that were placed in remedial coursework
- c) College attendance rates of the 9th grade cohort of Missouri students, disaggregated by demographic group

Objective 1E: *Increase college attendance rate of non-traditional students.*

Indicator

- 1) Percentage of the population, and number of students over the age of 24 enrolled in postsecondary education, disaggregated by demographic group

Contributing Factor

- a) Enrollment in New Jobs Training, Customized Training, and related training programs

These action steps may be taken as appropriate:

- ✓ Implement appropriate early intervention strategies at the school district level;
- ✓ Implement the Curriculum Alignment Project;
- ✓ Support the activities of the P-20 Coalition;
- ✓ Provide incentives for attracting adult students, particularly in underserved regions;
- ✓ Provide incentives for the delivery of degrees (especially graduate degrees) in underserved geographic areas
- ✓ Provide institutional support for the additional costs associated with non-traditional course delivery methods;

- ✓ Review and, if necessary, strengthen CBHE oversight to assure the effectiveness of non-traditional programming and;
 - ✓ Work with DESE to explore requiring collegiate level placement testing such as the ACT, Work Keys, Accuplacer, Compass, etc. in the 11th grade.
-

Strategic Issues, Goals, and Action Steps

Strategic Issue: *Develop a 21st Century Society and Global Economy*

GOAL 2: Missouri's higher education system will contribute to a dynamic, information-based, globally competitive society and economy by collaborating with government and business.

Objective 2A: *Missouri's higher education system will demonstrate improvement in meeting the workforce needs of Missouri.*

Indicators

- 1) Number of direct educational partnerships with Missouri employers, including MBEs
- 2) Number of degrees and certificates awarded in key non-METS fields (fields to be determined)
- 3) Number of students passing certification and licensure examinations in high demand fields (fields to be determined)

Contributing Factor

- a) Employer follow-up surveys of appropriate categories of degree and/or certificate completers

These action steps may be taken as appropriate:

- ✓ Develop corporate links to access training and learning opportunities;
- ✓ Expand customized education and training opportunities where the business community and higher education institutions work together;
- ✓ Offer more access for place-bound or time-bound learners;
- ✓ Establish employer-based feedback mechanisms to evaluate the quality and preparedness of the graduates of postsecondary programs; and
- ✓ Support programs to recruit well-prepared, new and experienced teachers in high need areas.

Objective 2B: *Missouri’s higher education system will increase the number of degrees and certificates awarded in METS-related and health practitioner fields. (Specific fields to be determined)*

Indicators

- 1) a. Number of degrees and certificates awarded in METS-related fields, including METS-related teacher education
b. Number of METS-related degree and certificate recipients who transferred from a two-year college
- 2) a. Number of degrees and certificates awarded in health practitioner fields
b. Number of health practitioner degree and certificate recipients who transferred from a two-year college

Contributing Factor

- a) Number of credit hours delivered in METS-related fields

These action steps may be taken as appropriate:

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

Objective 2C: *Missouri’s higher education system will increase the number of graduate degrees awarded in critical fields. (Specific fields to be determined.)*

Indicator

- 1) Number of graduate and professional degrees awarded in critical fields, disaggregated by demographic group and geographic location

These action steps may be taken as appropriate:

- ✓ Foster increased access to graduate and professional programs for historically underserved populations;
- ✓ Increase the number of graduate and professional programs newly offered in underserved locations

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

Objective 2D: *Missouri's higher education system will increase the amount and scope of basic and applied research and development activity to the extent consistent with institutional missions.*

Indicators

- 1) Total expenditures on research and development at Missouri higher education institutions as a percentage of gross state product
- 2) Total number and value of external grants awarded to researchers connected to Missouri higher education
- 3) Number of invention disclosures and patents awarded in connection with a Missouri higher education institution
- 4) Number of new business start-ups linked to research or development incubators associated with Missouri higher education institutions

Contributing Factor

- a) Missouri's New Economy Index

These action steps may be taken as appropriate:

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

Objective 2E: *Missouri institutions will increase learning experiences beyond the classroom and service activities beyond the campus in support of promoting civic engagement, understanding international and cultural issues, and improving critical thinking.*

Indicator

- 1) Percentage of students participating in “high-impact” learning activities such as internships, study abroad, student-faculty research, and service learning
- 2) Number of direct education outreach programs and program participants (e.g., ESL, TRIO, ABE)

These action steps may be taken as appropriate:

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

Strategic Issues, Goals, and Action Steps

Strategic Issue: *Enhance Resources through Increased Investment, Stewardship, and Shared Responsibility*

GOAL 3: Missouri's higher education system will increase external financial support for higher education by demonstrating its value to key stakeholders and public policy-makers while understanding that shared responsibility is necessary for providing a globally competitive workforce, creating valuable new knowledge and products, and enriching the quality of life of all Missourians.

Objective 3A: *Missouri's higher education system will increase the efficiency with which students move to graduation.*

Indicator

- 1) Three-year and six-year graduation rates of college-ready students

These action steps may be taken as appropriate:

Use appropriate technology to improve the delivery of instruction, the sharing of knowledge, and the accomplishment of managerial tasks;

- ✓ Incorporate considerations of institutional efficiency in the implementation of the Higher Education Student Funding Act;

- ✓ Establish current agreed-upon missions (between each institution and the CBHE) and reinstitute five-year mission reviews;
- ✓ Provide incentives to and recognize institutions for maintaining distinctive missions;
- ✓ Provide consistent, comparable, and transparent information on the student experience to key higher education stakeholders, including prospective students and their families, public policy makers, and campus faculty and staff;
- ✓ Provide consistent, illustrative, and transparent information on research activities and accomplishments to key higher education stakeholders, public policy makers, and the general public;
- ✓ Pursue continuous improvement and demonstrate accountability for student learning and development; and
- ✓ Facilitate inter-institutional partnerships that increase revenues and decrease expenses.

Objective 3B:***Missouri's higher education system will annually attract additional resources.*****Indicators**

- 1) Total state appropriations received for higher education operations
 - i. State appropriations for strategic investments in higher education
 - ii. State appropriations for performance funding in higher education
 - iii. State higher education operating appropriations received per FTE compared to surrounding states and the national average
- 2) Total state appropriations received for capital improvements
 - i. State higher education capital appropriations received per FTE compared to surrounding states and the national average
- 3) Total federal non-student aid dollars received by Missouri higher education institutions
- 4) Total state appropriations received for higher education as a percentage of total state general revenue appropriations
- 5) State public higher education appropriations per \$1,000 of personal income compared to surrounding states and the national average
- 6) Per capita state appropriations for public higher education compared to surrounding states and the national average

These action steps may be taken as appropriate:

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

APPENDIX B – INSTITUTION-SPECIFIC PERFORMANCE MEASURES

Senate Bill 389 (2007) mandated the identification, definition, and reporting of two institutional performance measures by each of the state's public institutions. Baseline data reported by institutions relative to each institution's chosen performance measures was published as part of the 2009 IFC baseline report. This data will be updated yearly and published in conjunction with the IFC performance report.

Institution	IFC Indicator	Title	Baseline Narrative
Crowder College	1C4	Developmental Enrollee Success Rate	Among Crowder College students who completed the highest developmental classes in English or math, 65% successfully completed English 101 or Math 104, 107 or 111.
Crowder College	3A1	Student Success Rate	Within three years, 32 % of Crowder College's 2004 student cohort completed degrees or certificates at the institution, and 33 % transferred to a four-year institution.
East Central College	2AA	Career/Technical Employment	79.7% of 2007-2008 career/technical program graduates from East Central College were employed within 180 days of graduation.
East Central College	3A1	Student Success Rate	Within three years, 23 % of East Central College's 2005 student cohort completed degrees or certificates at the institution, and 25% transferred to a four-year institution for a total student success rate of 48%.
Harris-Stowe State University	1AB	Graduation Numbers	Harris-Stowe State University conferred a total of 123 degrees in AY2006-07. Total graduates included: 25 (20%) Caucasian; 95(77%) African- American; and 3 (3 percent) of other race / ethnicity.
Harris-Stowe State University	2E1-	High Impact Learning Participation	Data processes and reporting were created and implemented AY 2008-09. The first cohort available for reporting on this measure will be in spring 2010.
Jefferson College	1C1	Student Learning	Jefferson College measures value added student learning gains using ACT linkage reports. Percent of Arts and Sciences students scoring at or above expectations on ACT-CAAP are: Reading 90%, Writing 95%, Math 90%, Science 83%. On ACT-COMPASS, Reading 88%, Writing 65%, and Math 91%. For CTE students on the WORKKEYS assessment, 36.9% qualified for Gold career readiness certificates, 49.3% for Silver. In total, 86.2% qualified for gold or silver certificates.
Jefferson College	3A1	Student Success Rate	Within three years of normal completion time, 30.3% of first-time, full-time, degree-seeking students earned an award, and an additional 9.6% transferred prior to graduation to a four-year institution for a total success rate of 39.9%.

Institution	IFC Indicator	Title	Baseline Narrative
Lincoln University	1AB	Ethnicity of Degrees Conferred	Lincoln conferred 454 degrees in AY2007. Total graduates included: 261 (57%) Caucasian; 115 (25%) African- American; 53 (12%) non-resident; 12 (3%) unknown race; 5 (1%) Asian; 4 (1%) Native-American ; and 4 (1%) Hispanic.
Lincoln University	1D2	Enrollment Numbers	Total enrollment for 2007, disaggregated by demographic group, included: 1,158 African-American; 13 Native-American; 27 Asian; 37 Hispanic; 1,764 Caucasian; and 109 non-resident students; for a total enrollment of 3,156.
Linn State Technical College	2AA	Job Placement	94% of 2006-2007 career/technical program graduates from LSTC are employed within 180 days of graduation.
Linn State Technical College	3A1	Student Success Rate	Within three years, 47% of the 2004 Linn State Technical College student cohort completed degrees or certificates at the institution, and 7% transferred to a four-year institution.
Metropolitan Community College	1EA	Career and Technical Student Success Rate	60% of 2007-2008 career/technical program graduates from Metropolitan Community College are employed within 180 days of graduation.
Metropolitan Community College	3A1	Student Success Rate	Within three years, 12% of the 2004 Metropolitan Community College student cohort completed degrees or certificates at the institution, and 9% transferred to a four-year institution.
Mineral Area College	1C3	Licensure and Certification Pass Rates	In the 2007-08 academic year, graduates of Mineral Area College achieved an 85% pass rate on licensure and certification exams.
Mineral Area College	1CA	Student Satisfaction Rate	Mineral Area College measure student satisfaction using the ACT College Outcomes Survey. Spring 2009 graduates rated satisfaction with the college at a 4.20 average on a five-point scale (5 being highest), compared to a national average of 4.11. Graduates rated satisfaction with their program at 4.03, compared to a national average of 4.05.
Missouri Southern State University	1AC	Student Success	62% of full-time and 36% of part-time, first-time, degree-seeking freshmen who entered Missouri Southern State University in fall 2006 completed at least 24 credit hours with a 2.0 GPA or better during their first two years of study.
Missouri Southern State University	2E1	High Impact Learning Participation	68% of 2008 graduating undergraduate students at Missouri Southern State University participated in one or more “high-impact” experiential learning components prior to graduation.

Institution	IFC Indicator	Title	Baseline Narrative
Missouri State University	1AC	Persistence Rate	74% of full-time and 51% of part-time, first-time, degree-seeking students who entered Missouri State University in fall 2006 persisted from the fall of the first year to the fall of the following academic year.
Missouri State University	2E1-	High Impact Learning Participation	Missouri State University engaged 36.2% of the total undergraduate student population in one or more “high-impact” learning activities in AY2007-08.
Missouri State University-West Plains	1AC	Persistence Rate	57% of full-time and 58% of part-time, first-time, degree-seeking freshmen who entered Missouri State University-West Plains in fall 2006 persisted from the fall of the first year to the fall of the following academic year.
Missouri State University-West Plains	1C1	Student Learning	Based upon results from the 2007 Collegiate Assessment of Academic Proficiency (CAAP), Missouri State University-West Plains students achieved a 61% average composite score for the 2007 cohort tested.
Missouri Western State University	2A1	Collaborative Partnerships	In 2008, Missouri Western State University had 333 collaborative partnerships to enhance student experience and improve regional economic development.
Missouri Western State University	2E1	High Impact Learning Participation	For fall 2008, 27.5% of all undergraduate students at Missouri Western State University participated in one or more “high-impact” experiential learning experiences; 88.9 percent of 2007-08 graduates had participated in an applied learning experience at some point prior to graduation.
Moberly Area Community College	1AC	Persistence Rate	36% of full-time and 86% of part-time, first-time, degree-seeking students at Moberly Area Community College persisted from the fall of the first year to the fall of the following academic year.
Moberly Area Community College	1C3	Licensure and Certification Pass Rates	In the 2007-08 academic year, graduates of Moberly Area Community College achieved a 96% pass rate on licensure and certification exams.
North Central Missouri College	1C4	Developmental Enrollee Success Rate	Among students at North Central Missouri College who completed the highest developmental classes in English or math, 58.1% of the English enrollees successfully passed English 101 and 70.6% of the math enrollees successfully completed Math 110 within one year (2005 cohorts).
North Central Missouri College	3A1	Student Success Rate	Within three years, 39% of the 2004 student cohort at North Central Missouri College completed degrees or certificates at the institution, and 16% transferred to a four-year institution.

Institution	IFC Indicator	Title	Baseline Narrative
Northwest Missouri State University	1C1	Student Learning	69% of students at Northwest Missouri State University scored at or above the 50 th percentile on the MAPP in 2007-2008.
Northwest Missouri State University	3A1	Student Success Rate	52% of the 2001 student cohort at Northwest Missouri State University graduated within 6 years.
Ozarks Technical Community College	2AA	Career/Technical Employment	71.7% of 2007-2008 career/technical program graduates from Ozarks Technical Community College were employed within 180 days of graduation.
Ozarks Technical Community College	3A1	Student Success Rate	Within three years, 20.0% of full-time and 2.9% of part-time students in the fall 2004 entering cohort at Ozarks Technical Community College completed degrees or certificates at the institution, and 17.0% transferred to a four-year institution.
Southeast Missouri State University	2E1-	High Impact Learning Participation	93% of 2008 undergraduate completers at Southeast Missouri State University participated in one or more “high-impact” experiential learning components prior to graduation.
Southeast Missouri State University	TBD	Academic and Career Planning	Southeast Missouri State University will help students plan their academic and professional careers. In the 2007-08 academic year, 89.8% of freshmen, 90.1% of sophomores, 83.4% of juniors, and 100% of seniors had completed course work designed to provide career planning assistance.
St. Charles Community College	1C4	Developmental Enrollee Success Rate	Among students at St. Charles Community College who completed the highest developmental classes in English or math, 80.4% of the English enrollees successfully passed English 101, and 52.4% of the math enrollees successfully passed Math 121 within one year (2006 cohorts).
St. Charles Community College	3A1	Student Success Rate	Within three years, 17% of the 2004 entering cohort at St. Charles Community College student completed degrees or certificates at the institution, and 30% transferred to a four-year institution.
St. Louis Community College	1C4	Developmental Enrollee Success Rate	Among students at St. Louis Community College who completed the highest developmental classes in English or math, 60.1% of the English enrollees successfully passed English 101 and 53.9% of the math enrollees successfully completed Math 160 within one year (2006 cohorts).

Institution	IFC Indicator	Title	Baseline Narrative
St. Louis Community College	3A1	Student Success Rate	Within three years, 10.9% of the 2004 entering cohort at St. Louis Community College completed degrees or certificates at the institution, and 29.8% transferred to a four-year institution.
State Fair Community College	1AC	Persistence Rate	61% of full-time and 36% of part-time, first-time, degree-seeking freshmen who entered State Fair Community College in fall 2006 persisted from the fall of the first year to the fall of the following academic year.
State Fair Community College	1C4	Developmental Enrollee Success Rate	Among students at State Fair Community College who completed the highest developmental classes in math or English, 67.5% of the English enrollees and 60.6% of the math enrollees successfully completed college-level courses within one year (2006 cohorts).
Three Rivers Community College	1C3	Licensure and Certification Pass Rates	In the 2007-08 academic year, graduates of Three Rivers Community College achieved an 84% pass rate on licensure and certification exams.
Three Rivers Community College	1EA	Career and Technical Student Success Rate	83% of 2007-2008 career/technical program graduates from Three Rivers Community College were employed within 180 days of graduation.
Truman State University	3A1	Student Success Rate	70% of the 2001 student cohort at Truman State University graduated within 6 years.
Truman State University	Goal 2	Graduate/Professional School Placement Rate	Truman State University had a 51.7% graduate/professional school placement rate within 2 years of graduation for the 2006 graduate cohort.
University of Central Missouri	1B1	Student Debt Rate	62% of University of Central Missouri 2007 completers graduated with debt, as reported in the 2009 edition of U.S. News and World Report's <i>America's Best Colleges</i> . The average debt was \$10,707 for a 2007 graduate.
University of Central Missouri	2E1	High Impact Learning Participation	68% of the 2007-2008 graduates from the University of Central Missouri engaged in at least one "high-impact" learning experience prior to graduation.
University of Missouri-System	2D2	Research Funding	The four campuses of the UM System obtained \$181,573,000 in external research funding in FY2007.
University of Missouri-System	3A1	Student Success Rate	Six-year graduation rates of the 2001 cohort on the four campuses of the UM System are: Columbia 67%; Kansas City 43%; St. Louis 43%; and Missouri S & T 61%.

FOR MORE INFORMATION

Missouri Department of Higher Education
 3525 Amazonas Drive
 Jefferson City, MO 65109
 573.751.2361

MDHE RESOURCES

Imperatives for Change Website -	http://dhe.mo.gov/ifc.shtml
IFC Baseline Report and Data -	http://dhe.mo.gov/ifcbaselinerreport.shtml
Missouri Higher Education Data and Research -	http://dhe.mo.gov/research.shtml
Missouri Statutes Pertaining to MDHE -	http://moga.mo.gov/STATUTES/C173.HTM

EXTERNAL RESOURCES

Missouri Department of Elementary and Secondary Education -	http://dese.mo.gov/
Missouri Economic Research and information Center -	http://www.missourieconomy.org/
Measuring Up: The National Report Card on Higher Education -	http://measuringup.highereducation.org/
National Center for Education Statistics -	http://nces.ed.gov/
Project on Student Debt -	http://projectonstudentdebt.org/
American Community Survey (US Census) -	http://www.census.gov/acs/www/index.html
Grapevine, Center for the Study of Education Policy -	http://www.grapevine.ilstu.edu/

Imperatives For Change (REVISED)

BASELINE DASHBOARD REPORT, DEC. 2009

GOAL ONE: Increase Educational Attainment

Missouri has a higher percentage of people with college degrees than 35 other states, but has recently slipped in national rankings. In addition, some areas of the state have very low attainment rates. Increasing college attainment improves quality of life for Missourians.

Degree Attainment

Missouri's rank in educational attainment has declined since 2002. Missouri ranked 13th nationally in college attainment in 2002, dropping to 15th place in 2008.

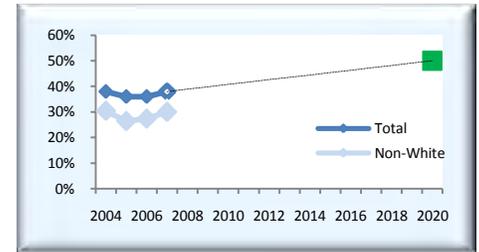
Increase the percentage of the Missouri population age 25-34 holding an Associate's degree or higher.

U.S. Average: 38%

Source: U.S. Census: American Community Survey

Target Goals for Minority Attainment Under Review

	Total	Non-White
2004	38%	30%
2005	36%	26%
2006	36%	27%
2007	38%	30%
2020	50%	

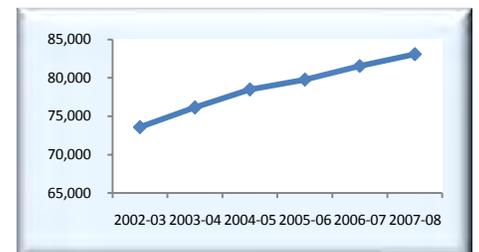


Degrees and Certificates Awarded

Postsecondary education is directly related to personal and financial rewards as well as statewide economic benefits. Completions have grown by 13 percent over the past six years, to just over 83,000 graduates in AY2007-08.

Source: Integrated Postsecondary Education Data System (IPEDS)

2002-03	73,596
2003-04	76,150
2004-05	78,499
2005-06	79,774
2006-07	81,560
2007-08	83,075



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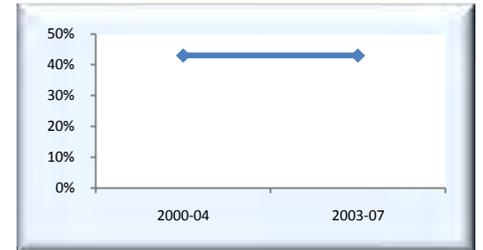
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Transfer Student Completion

High transfer rates create student “churn” as they move from one institution to another for a variety of reasons: cost, location and program opportunities. Transfer completions measure how the “churn” affects degree attainment.

Source: Enhanced Missouri Student Achievement Study(EMSAS)

2000-04	43%
2003-07	43%



Fall-to-Fall Persistence

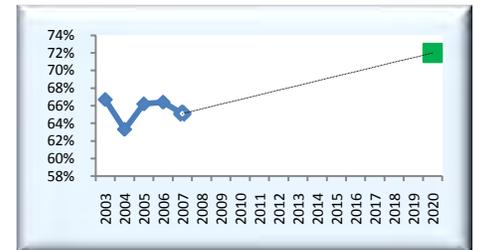
Persistence (retention) reflects student preparation and can be predictive of later success in the workforce.

Increase the percent of first-time, degree-seeking students who re-enroll or successfully complete their degree program by the following fall.

U.S. Average: 67.4%

Source: Integrated Postsecondary Education Data System (IPEDS)

2003	66.7%
2004	63.3%
2005	66.2%
2006	66.4%
2007	65.1%
2020	72%



Affordability

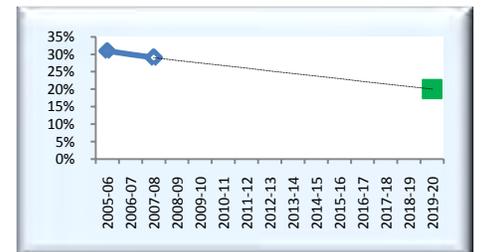
Affordability bears directly on degree attainment and the benefits bestowed by postsecondary education.

Decrease the percent of family income needed to attend a public 4-year institution after financial aid.

Top States: 10%

Source: 2008 Measuring Up

2005-06	31%
2007-08	29%
2019 20	20%

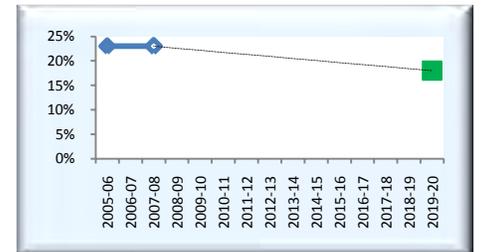


Decrease the percent of family income needed to attend a public 2-year institution after financial aid.

Top States: 13%

Source: 2008 Measuring Up

2005-06	23%
2007-08	23%
2019 20	18%



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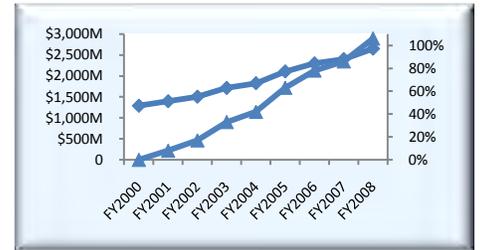
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Total Financial Aid Awarded

Providing student financial aid increases attainment levels. Institutions disbursed over \$2.6 billion in grants, loans and other aid from federal, institutional, state and other sources in 2007-08, nearly \$1.1 billion of which was based on student need.

Source: MDHE 14-1, Financial Aid Awarded

FY	Total Aid	Growth
2000	\$1,288,073,454	
2001	\$1,395,157,313	8%
2002	\$1,504,015,998	17%
2003	\$1,712,060,146	33%
2004	\$1,824,806,422	42%
2005	\$2,105,376,640	63%
2006	\$2,297,425,138	78%
2007	\$2,399,160,836	86%
2008	\$2,647,185,716	106%



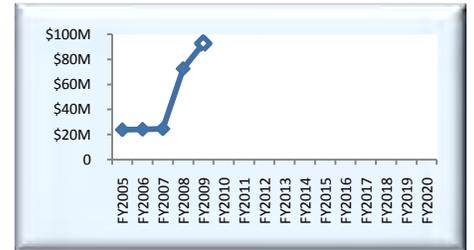
State Need-Based Aid

Missouri substantially increased the amount of need-based financial aid available through the Access Missouri program in 2009.

Increase the total amount of Missouri need-based aid*.

Source: MDHE Fiscal Analysis
*Access Missouri, Prior to FY2008: Gallagher and Guarantee

FY2005	\$23,877,662
FY2006	\$24,245,118
FY2007	\$24,635,846
FY2008	\$72,485,509
FY2009	\$92,582,926
FY2020	



Target Goals Possibilities Under Review
- increases relative to CPI
- funds per FTE compared to other states

Missouri Resident On-Time FAFSA Applications

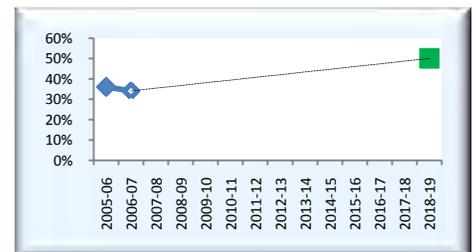
Only 38 percent of students who qualify for financial assistance file their Free Application for Federal Student Aid by the April 1 deadline. Outreach efforts to encourage on-time FAFSA filing are intended to increase the number of eligible students receiving aid.

Increase the percent of Access Missouri eligible FAFSA filers who file by April 1st*

Source: MDHE FAMOUS

2006-07	36%
2007-08	34%
2019 20	50%

* Separate trendlines for minorities to be included in future



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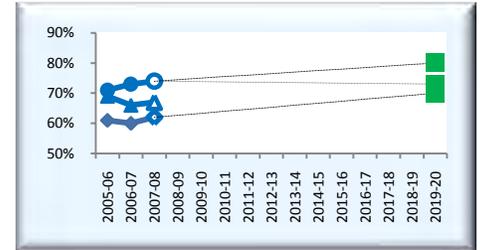
Student Assessment

Performance on standardized assessments is a primary indicator of institutional program quality and student ability. Missouri postsecondary public institutions have seen slight growth in pass rates for general education, and slight declines in major fields and licensure and certification exams, with the exception with an increasing pass rate on major fields exams among certificate award students.

Increase the percent of Missouri public graduates who score above the 50th percentile on a nationally recognized test of general education.

Source: MDHE Performance Indicator Survey

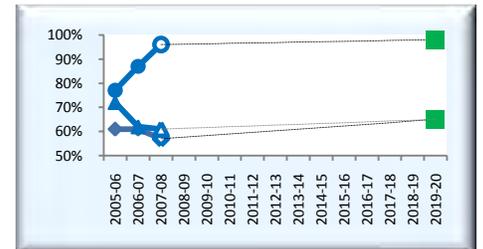
FY	Cert	Assoc	Bacc
2006	71%	69%	61%
2007	73%	66%	60%
2008	74%	67%	62%
2020	80%	73%	70%



Increase the percent of Missouri public graduates who score above the 50th percentile on a nationally recognized exit, licensure or certification exam in a major field.

Source: MDHE Performance Indicator Survey

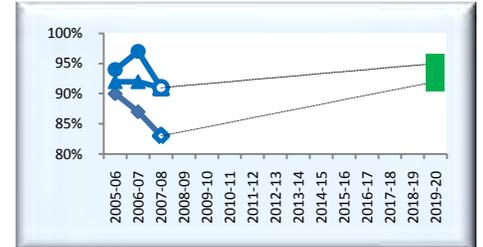
FY	Cert	Assoc	Bacc
2006	77%	72%	61%
2007	87%	62%	61%
2008	96%	61%	57%
2020	98%	65%	65%



Increase the percent of Missouri public graduates who received a passing score on a licensure and/or certification exam that is scored pass/fail.

Source: MDHE Performance Indicator Survey

FY	Cert	Assoc	Bacc
2006	94%	92%	90%
2007	97%	92%	87%
2008	91%	91%	83%
2020	95%	95%	92%



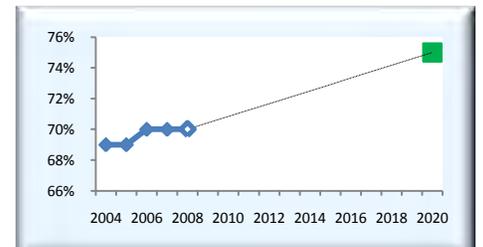
Student Enrollment

The percentage of students who enroll in college after high school has remained flat at 69 – 70 percent over the past 5 years. The number of high school graduates is expected to drop as children of the Baby Boom generation age. Many institutions are working to increase the number of non-traditional students.

Increase the percent of recent Missouri high school graduates who enroll for post-secondary education.

Source: DESE Graduate Follow-Up Survey

2004	69%
2005	69%
2006	70%
2007	70%
2008	70%
2020	75%



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Remediation

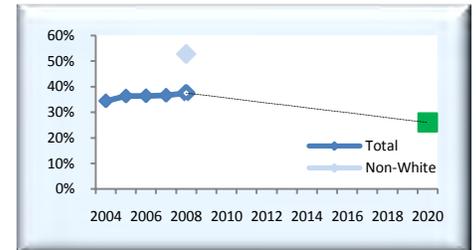
The percentage of recent high school graduates enrolled in remediation has increased dramatically since reporting began in 1996, and continues to trend upward. Efforts to reduce the need for remediation include statewide policy initiatives and stronger high school graduation requirements which will go into effect in 2010.

Decrease the percentage of recent public high school graduates who require remediation upon enrollment in a public college or university*.

*Separate trendlines for minorities to be included in future

2004	34.4%
2005	36.3%
2006	36.4%
2007	36.6%
2008	37.5%
2020	26%

Source: Enhanced Missouri Student Achievement Study(EMSAS)



Training Programs

Partnerships between local industries and postsecondary institutions can provide training programs that contribute to jobs and the economy.

Source: MDHE Regional Technical Education Council (RTEC) Survey, 2008

	Companies	Students
Contract	184	13,239
Customized	282	32,577
New Jobs	25	3,573
Grand Total	491	49,389

No Trend Data Available

Imperatives For Change (REVISED)

BASELINE DASHBOARD REPORT, DEC. 2009

GOAL TWO: Contribute to the Economy

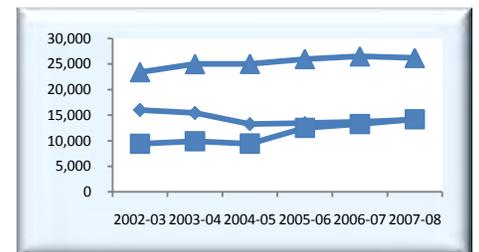
A highly skilled workforce attracts high-paying jobs and makes the state competitive in a global, knowledge-based economy. Research conducted at Missouri's colleges and universities encourages entrepreneurship and the development of new products and technologies.

Critical Fields

The number of graduates in the fields of math, engineering, technology and science has declined in Missouri since 2002-03, while the average growth rate increased in the U.S. as a whole. In contrast, completions in health related fields have increased.

Source: Integrated Postsecondary Education Data System (IPEDS)

	METS	Health	Critical
2002	16,019	9,406	23,417
2003	15,425	9,896	24,982
2004	13,253	9,440	25,020
2005	13,441	12,530	25,969
2006	13,670	13,268	26,483
2007	14,135	14,215	26,181



Grants and Contracts

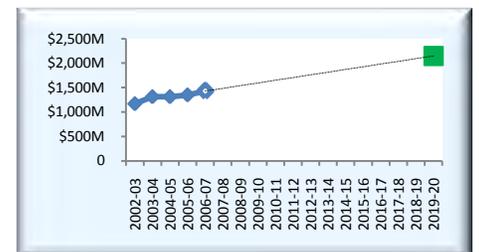
Missouri institutions received almost \$1.5 billion in grants and contracts for research, greatly exceeding surrounding states but lagging behind the nation and regional peers.

Increase the total value of external grants and contracts (including research) to Missouri postsecondary institutions.

U.S. Average: \$1.65 Billion

Source: Integrated Postsecondary Education Data System (IPEDS)

FY2003	\$1,168,570,170
FY2004	\$1,311,160,302
FY2005	\$1,311,859,348
FY2006	\$1,347,609,342
FY2007	\$1,428,587,443
FY2020	\$2,148,282,700



Imperatives For Change (REVISED)

BASELINE DASHBOARD REPORT, DEC. 2009

GOAL THREE: INVESTMENT IN HIGHER EDUCATION

Higher education has the potential to yield huge returns for Missouri students and their families in greater earning power and quality of life. Similarly, state support for public colleges and universities reaps returns that are proportionate to the amount invested.

Three- and Six-Year Graduation Rates

Efficiently moving through college saves students money and expedites their entry into the workforce. A variety of factors can interrupt student progress toward a degree – cost, academic preparation, personal issues. Many institutions are implementing policies and programs to help retain students and speed degree attainment.

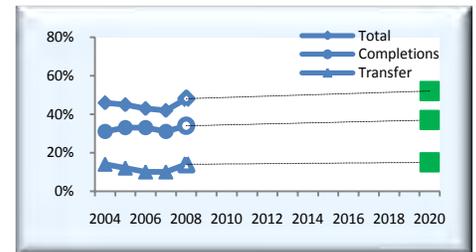
Two-Year Institutions:

Increase the percent of degree-seeking students who complete **(C)** their program or transfer **(T)** to a four-year institution within three years.

US Average: C-37%, T-13%

Source: Integrated Postsecondary Education Data System (IPEDS)

	C	T	Total
2004	31%	14%	46%
2005	33%	12%	45%
2006	33%	10%	43%
2007	31%	10%	42%
2008	34%	14%	48%
2020	37%	15%	52%



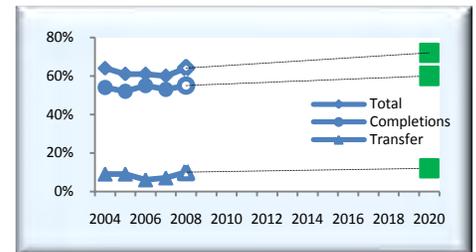
Four-Year Institutions:

Increase the percent of degree-seeking students who complete **(C)** their program or transfer **(T)** to another four-year institution within six years.

US Average: C-51%, T-10%

Source: Integrated Postsecondary Education Data System (IPEDS)

	C	T	Total
2004	54%	9%	64%
2005	52%	9%	61%
2006	55%	6%	61%
2007	53%	7%	60%
2008	55%	10%	64%
2020	60%	12%	72%



State Appropriations

State appropriations for higher education are below 2002 levels when adjusted for inflation. Missouri ranks 47th in per capita state support. Recent economic conditions have exacerbated an already dire situation, resulting in negative outcomes for students, their families and opportunities for postsecondary education.

Increase total state appropriations for public higher education.

U.S. Average: \$1.5B, Top 5 States: \$6B

Source: MDHE Fiscal Analysis

FY2005	\$903,726,851
FY2006	\$901,099,587
FY2007	\$922,027,793
FY2008	\$967,504,274
FY2009	\$1,011,091,040
FY2020	



Target Goals Possibilities Under Review

- increases relative to CPI
- per FTE compared to other states
- per state capita compared to other states

AGENDA ITEM SUMMARY

AGENDA ITEM

Joint Report on Missouri Western State University Associate Degrees
Coordinating Board for Higher Education
December 10, 2009

DESCRIPTION

The Coordinating Board for Higher Education (CBHE) is committed to the establishment of a balanced, cost-effective, quality education system that meets the needs of Missouri citizens, distinguishes institutional roles and responsibilities for academic program delivery in a region, and involves collaboration among the state's institutions. This agenda item provides an update on the agreement between Missouri Western State University, (MWSU), North Central Missouri College (NCMC), and Metropolitan Community College (MCC) concerning delivery of associate degree programs that were previously in MWSU's approved program inventory.

Background

In 2005, legislation was passed changing the name of Missouri Western State College to Missouri Western State University. One component of this legislation was that by July 1, 2010, the institution would either discontinue all associate degree programs or seek approval from the CBHE to continue offering these programs (Sections 174.251.1 and 2, RSMo). The state's official program inventory lists ten associate degree programs currently offered by MWSU. Over the past two years, MWSU has worked collaboratively with MCC and NCMC to identify regional needs regarding associate degree delivery. Geographic access, student interest, employment data, institutional capacity, and accreditation when appropriate were analyzed.

In April 2009, chief executive officers of MWSU, MCC, and NCMC signed a joint agreement that identified which associate degrees MWSU would delete from its program inventory and those that the institution would seek approval from the CBHE to continue offering. The agreement stated that the university would:

- discontinue four associate degrees (AS, Construction Engineering Technology, AS, Electronics Engineering Technology, AS, Electronics and Computer Engineering Technology, and AAS, Paramedic Technology), and
- retain six degrees, of which:
 - two (Legal Assistant and Manufacturing Engineering Technology) would continue to be offered solely by MWSU;
 - two (Business and Criminal Justice) would be offered as joint-enrollment programs with all institutions maintaining associate degree-granting status; and
 - two (Health Information Technology and Physical Therapist Assistant) would transition to MCC and NCMC.

In June 2009 the CBHE approved the proposed program discontinuations and provisionally approved the retentions and transitions with the stipulations outlined (see Attachment A). A joint report on the status of implementing the joint agreement was due to the Commissioner of Higher Education no later than November 30, 2009. Toward the end of November the institutions verbally reported to the MDHE that while some progress had been made, several areas remained challenging. All institutions were informed that the deadline for a status report was firm and that the report should include accomplishments, outstanding issues, and any additional information that would help MDHE staff understand the difficulties institutions encountered in meeting the stipulations established for approval.

On November 30, 2009, MDHE received two reports – one submitted by MWSU and one submitted jointly by NCMC and MCC.

Implementation Status

Four MWSU associate degrees - AS, Construction Engineering Technology, AS, Electronics Engineering Technology, AS, Electronics and Computer Engineering Technology, and AAS, Paramedic Technology – have been discontinued and removed from the official state program inventory and MSWU catalog. No new students have been admitted into any of these programs effective fall 2009. Degree-seeking students currently enrolled are being allowed to complete their program of study and are being encouraged to complete their degree in a timely manner. Students interested in pursuing discontinued programs are being referred to partner institutions.

Two MWSU associate degrees – AS, Legal Assistant and AS, Manufacturing Engineering Technology – have been provisionally retained.

Two MSWU associate degrees - AS, Business and AS, Criminal Justice – have been provisionally retained contingent upon offering the degrees as joint enrollment programs with mutually agreed-upon indicators of success for joint admissions and alignment to achieve coherence.

A joint program-specific enrollment agreement for both the business and criminal justice programs has not yet been established. It should be noted, however, that one institution recommended expanding an existing dual enrollment agreement that is general but not program specific. Concerning the development of indicators of success, one institution suggested an indicator based on the general dual enrollment agreement previously referenced.

Concerning alignment to achieve coherence, an articulation agreement for the AS, Criminal Justice program into MWSU's baccalaureate program has been established and an articulation agreement for the AS, Business Management program into MWSU's baccalaureate program is in progress. Alignment and coherence for students who take courses at multiple institutions in pursuit of their associate degree is unclear.

Two MWSU associate degrees - AAS, Health Information Technology and AAS, Physical Therapist Assistant – have been provisionally retained for eventual transition to MCC and

NCMC contingent on resolving the following: the role of each institution in the transition; the deadline by which these transitions are expected to occur; and a plan of action for full implementation.

A joint transition agreement including institutional roles, deadlines, and full implementation plan for the AAS, Health Information Technology and the AAS, Physical Therapy Assistant has not been achieved.

Conclusion

MWSU, MCC, and NCMC have worked diligently to design a model collaborative agreement that would balance institutional interests with responsiveness to regional needs for associate degree access, quality and affordability. The conceptual agreement also represented a joint commitment by these three institutions to meet state objectives for a balanced, cost-effective, quality higher education delivery system. The decision by the CBHE to provide provisional approval with stipulations was intended to ensure movement from the conceptual agreement to full implementation. MDHE staff used the separate reports submitted to develop this board item. All three institutions were provided an opportunity to review the board item for accuracy. MDHE staff will continue to work with all parties to address unresolved issues in a timely fashion so all stipulations in the provisional approvals granted are met within the statutory deadline of July 1, 2010.

STATUTORY REFERENCE

Sections 174.251.1 and 2, RSMo.

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education accept the MDHE staff analysis based on the reports submitted by Missouri Western State University, North Central Missouri College, and Metropolitan Community College concerning implementation of the joint agreement on associate degrees offered by Missouri Western State University.

It is recommended that a final joint report on implementation of the joint agreement be submitted by the institutions to the Commissioner of Higher Education by May 15, 2010.

ATTACHMENT

June CBHE Board Item – Missouri Western State University Associate Degrees

AGENDA ITEM SUMMARY

AGENDA ITEM

Missouri Western State University Associate Degrees
Coordinating Board for Higher Education
June 11, 2009

DESCRIPTION

The Coordinating Board for Higher Education (CBHE) is committed to the establishment of a balanced, cost-effective, quality education system that meets the needs of Missouri citizens, distinguishes institutional roles and responsibilities for academic program delivery in a region, and involves collaboration among the state's institutions. This agenda item presents a proposed agreement between Missouri Western State University, North Central Missouri College, and Metropolitan Community College concerning associate degree programs for board review and action.

Background

In 2005, legislation was passed granting university status to Missouri Western State College. A requirement of this change in status was that by July 1, 2010, the institution would either discontinue all associate degree programs or seek approval from the CBHE to continue offering these programs (Sections 174.251.1 and 2, RSMo).

The state's official program inventory lists ten associate degree programs currently offered by Missouri Western State University (MWSU). Over the past two years, MWSU has collaborated with Metropolitan Community College (MCC) and North Central Missouri College (NCMC) to identify regional needs regarding associate degree delivery. Geographic access, student interest, employment data, and institutional capacity were analyzed.

In April 2009, the chief executive officers of MWSU, MCC, and NCMC signed a joint agreement that identified which associate degrees MWSU would delete from its program inventory and those that the institution would seek approval from the CBHE to continue offering. The agreement states that the university will:

- discontinue four associate degrees, and
- retain six degrees, of which:
 - two (Legal Assistant and Manufacturing Engineering Technology) would continue to be offered solely by MWSU;
 - two (Business and Criminal Justice) would be offered as joint-enrollment programs with all institutions maintaining associate degree-granting status; and
 - two (Health Information Technology and Physical Therapist Assistant) would transition to MCC and NCMC.

Proposed Changes

Programs Identified for Discontinuation:

- AS, Construction Engineering Technology
- AS, Electronics Engineering Technology
- AS, Electronics & Computer Engineering Technology
- AAS, Paramedic Technology

Stipulations:

- Effective fall 2009, no new students will be admitted into any of these programs.
- Degree-seeking students currently enrolled will be allowed to complete their program of study and will be encouraged to complete their degree in a timely manner.

Programs Identified for Retention at MWSU:

- AS, Legal Assistant
- AS, Manufacturing Engineering Technology

Comments:

- Local employer needs are served by both programs.
- MWSU has the only Legal Assistant program in the region that is accredited by the American Bar Association.

Programs Identified for Retention and Joint Enrollment:

- AS, Business
- AS, Criminal Justice

Stipulations (All partners will address the following issues):

- indicators of success for the joint admission program; and
- alignment of programs to ensure coherence of degrees regardless of the path taken by students to complete their degrees.

Programs Identified for Retention and Eventual Discontinuation at MWSU and Transition to MCC and NCMC:

- AAS, Health Information Technology
- AAS, Physical Therapist Assistant

Stipulations (All partners will provide MDHE with assurances of a smooth transition of these degrees including):

- the role of each institution in the transition;
- when these transitions are expected to occur; and
- a plan of action for full implementation.

Conclusion

As a result of each institution's determination and commitment, MWSU, MCC, and NCMC have designed a model collaborative agreement that balances institutional interests with responsiveness to regional needs for access, quality and affordability, and a commitment to meet state objectives for a balanced, cost-effective, quality higher education delivery system.

STATUTORY REFERENCE

Sections 174.251.1 and 2, RSMo.

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education commend the presidents of Missouri Western State University and North Central Missouri College, and the chancellor of Metropolitan Community College, along with the boards and staff of each institution for their dedication and leadership in forging a model collaborative agreement.

It is further recommended that the Coordinating Board approve the proposed program discontinuations and provisionally approve the retentions and transitions with the stipulations outlined.

Finally, it is recommended that a joint report on the status of implementing the agreement be submitted by the three institutions to the Commissioner of Higher Education no later than November 30, 2009.

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Curriculum Alignment Initiative
Coordinating Board for Higher Education
December 10, 2009

DESCRIPTION

The Curriculum Alignment Initiative (CAI) has developed entry- and exit- level competencies to clearly outline standards for success in collegiate-level coursework and to facilitate transfer of single general education courses. The intent of this agenda item is to provide an update on CAI accomplishments and next steps and to present additional exit-level competencies for CBHE review and action.

Background

The CAI Steering Committee has developed entry- and exit-level competencies to fulfill the curriculum alignment mandates of Senate Bill 389. Entry-level competencies establish a proposed threshold for student access to collegiate-level coursework across seven disciplines as a means for smoothing the transition from secondary to postsecondary education. Exit-level competencies were established to further facilitate transfer of general education courses. Optimal competencies were also developed to outline requirements in certain mathematics, engineering, technology, and science careers for students in the pipeline. The initial CAI report, historical background information regarding CAI, and documents about previously-approved competencies are available on the MDHE website: <http://www.dhe.mo.gov/casinitiative.shtml>.

Progress

Progress over the past six months includes:

- Development and CBHE approval of optimal-level competencies for Engineering and Engineering and Information Technology;
- Development and CBHE approval of a formal action plan for packaging completed entry-level and exit-level competencies for dissemination during the 2009-2010 academic year;
- Development of draft exit-level competencies for the following general education courses: non-majors Physics, second semester Foreign Language, Trigonometry, and Economics; and
- CAI presentations by MDHE staff to external stakeholders.

The exit-level competencies listed below were developed by discipline workgroups and underwent extensive public comment with revisions made as appropriate. The CAI Steering Committee submits these competencies for review and action by the CBHE:

- Exit-level competencies for non-majors Physics (Attachment A)
- Exit-level competencies for second semester Foreign Language (Attachment B)
- Exit-level competencies for Trigonometry (Attachment C)

Next Steps

Additional work to be completed includes:

- Revising the Cross-Disciplinary competencies, including the addition of cultural/global awareness and creativity competencies;
- Developing exit-level competencies for these remaining general education courses (Art History, Introduction to Music, and World History);
- Developing recommendations for ongoing evaluation and periodic update of CBHE-approved competency guidelines; and
- Cooperating with the Learning Assessment in Missouri Postsecondary Education (LAMP) Advisory Council to develop recommendations regarding assessment of competencies and related state-level policy recommendations. Additional information regarding LAMP is available on the MDHE website: <http://dhe.mo.gov/lamp.shtml>.

Conclusion

The MDHE commends the CAI workgroup participants for their work to address historically misaligned standards between secondary and postsecondary education through curriculum alignment. CAI defines and clearly communicates to educators, parents, students, and legislators the threshold for access to collegiate-level coursework and sets clear standards for the transfer of general education courses.

STATUTORY REFERENCE

Section 173.005.2(7)(10), RSMo, Curriculum Alignment, Fines

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education approve the exit-level competencies for the non-majors Physics, Trigonometry, and second semester Foreign Language general education courses.

It is further recommended that the Board recognize the Curriculum Alignment Initiative Steering Committee and other workgroup participants for their efforts to complete the competencies as directed in the CAI charge.

ATTACHMENTS

Attachment A: Draft exit-level competencies for non-majors Physics
Attachment B: Draft exit-level competencies for second semester Foreign Language
Attachment C: Draft exit-level competencies for Trigonometry

Coordinating Board for Higher Education
December 10, 2009

Exit Competencies for a “Concepts in Physics” Course
Draft

All general education science courses offer opportunities for teaching the nature of science. A single-semester “concepts in physics” course provides undergraduate students with an understanding of the fundamental laws of physics, practice in reasoning and application of the concepts. Students learn how the discipline of physics operates and how the different branches interact.

The use of a physics course for teaching the nature and process of science necessitates teaching some common basic physics concepts, but it does not require specific subtopics within physics to be learned. However, certain characteristics are essential to an undergraduate “concepts in physics” course that fulfills the general education requirement. Such physics courses are suffused with the following:

- A) Scientific thinking and processes
- B) Force and change
- C) Conservation of energy
- D) Historical richness
- E) Application to modern living
- F) Investigations of current open questions

With the diversity of potential topics for teaching physics, the goals of the course are achieved using at least two of the following broad subtopics, and the connections between those topics:

- 1) Dynamics
 - a) Relationship between velocity, acceleration, and force -- including their vector nature
 - b) Inertia and momentum
 - c) Diversity of forces, for example friction, gravitational, elastic
 - d) Forms of mechanical energy and conservation laws

- 2) Thermodynamics
 - a) Work and energy
 - b) Conservation of energy
 - c) Mechanical energy and heat
 - d) Heat transfer and applications
 - e) Laws of Thermodynamics

- 3) Electricity & Magnetism
 - a) Charge and electric current
 - b) Electric field and magnetic field
 - c) Motors and generators
 - d) Electromagnetic waves

- 4) Waves & Optics
 - a) Types and properties of waves
 - b) Interference and diffraction
 - c) Geometric optics

- 5) Modern Physics
 - a) Failure of classical physics
 - b) Relativity
 - c) Quantum behavior
 - d) Atomic models
 - e) Fission and fusion

DRAFT

Draft Foreign Language
Exit Competencies October 2009

Entry-level competencies (Second Year HS or Second Semester (College) for SPN, FRN, GRM):

- Use Exit-level competencies from first year or first semester as entry level competencies.

Exit level Competencies (Second Year HS or Second Semester (College) for SPN, FRN, GRM):

Students who successfully complete this course will be able to do the following at levels consistent with the ACTFL Novice High proficiency standard:

Summary:

1. understand spoken words, phrases, and questions in familiar everyday situations
2. read and understand short, simple texts about everyday material
3. ask and answer simple questions dealing with self and the immediate world, and use simple sentences to provide basic information about self, personal experiences, and familiar topics and activities.
4. provide in writing basic information about self and personal experiences
5. recognize and respond to basic cultural practices
6. know basic elements of pronunciation typical of the target language
7. build a working vocabulary of practical everyday terms

Linguafolio self-assessment grid:

Interpretive (Listening):

- I can understand phrases, short sentences, simple questions, and frequently used expressions within familiar situations. I can figure out the main point in short, clear, simple messages and announcements. I may need the information repeated.

Interpretive (Reading):

- I can understand very short, simple texts about everyday material. I look for cognates to help me determine meaning.

Interpersonal (Person to person communication):

- I can exchange information about simple and routine tasks involving familiar topics and activities. I can handle short social interactions, even though I may have difficulty sustaining the communication by myself.

Presentational (Spoken production):

- I can use a series of phrases and sentences to provide basic information about myself and my personal experiences.

Presentational (written production):

- I can write short, simple notes and messages, and complete forms providing basic information about me and my personal experiences.

DRAFT

Exit Competencies for Trigonometry

November 2009

The following competencies are generally expected by all institutions:

- 1) Acquire geometric concepts of angle (e.g. initial side, terminal side, coterminal angles, degree, radian, central angle, circular arc length, circular sector area, and reference angle) and be able to apply appropriate properties.
- 2) Attain the concepts of the six trigonometric functions, both in terms of a unit circle and a right triangle, and be able to apply such knowledge.
- 3) Understand the inter-relationships among the six trigonometric functions, including the Pythagorean Identities, and be able to express one in terms of another appropriately.
- 4) Recall the graphs of the six trigonometric functions and be able to recognize and apply such knowledge (including incorporation of appropriate transformations: shifting, reflecting, stretching, and shrinking, and the knowledge of period, phase shift, and amplitude).
- 5) Understand the general nature of proving trigonometric identities and be able to perform such tasks appropriately.
- 6) Be able to solve trigonometric equations and clearly identify solutions.
- 7) Be familiar with useful formulas (e.g. addition and subtraction, double-angle, half-angle, product-to sum, sum-to-product, law of sines, law of cosines, and Heron's) and be able to use them effectively.
- 8) Attain the concepts and graphs of inverse trigonometric functions and their related properties, be able to perform appropriate operations and solve related equations.
- 9) Use trigonometry to model and solve basic applied problems.

The following competencies are based on the elective topics (vary from institution to institution):

- 1) Be familiar with the trigonometric form of complex numbers, understand its geometric interpretation, and be able to perform basic conversions.
- 2) Be able to perform the multiplication and division of complex numbers in trigonometric form and describe their respective geometric interpretation.
- 3) Apply De Moivre's Theorem to find roots of complex numbers and interpret geometrically.
- 4) Acquire the basic concepts and operations of two-dimensional vectors, and their geometric interpretation; understand the trigonometric aspect of the inner (dot) product and apply the knowledge to related problems.

AGENDA ITEM SUMMARY

AGENDA ITEM

Certification for Participation in the Missouri Student Financial Assistance Programs
Coordinating Board for Higher Education
December 10, 2009

DESCRIPTION

Institutions must be approved by the Coordinating Board for Higher Education (CBHE) in order to be eligible for participation in state assistance programs administered through the Missouri Department of Higher Education. The Warrensburg Area Career Center and the Clinton Technical School have submitted the required application materials to participate in the Access Missouri Financial Assistance Program. Staff has determined these institutions meet the statutory requirements to be approved to participate in that program as public two-year institutions.

Upon approval, Warrensburg Area Career Center and Clinton Technical School will be able to disburse Access Missouri Financial Assistance Program funds to eligible applicants beginning with the 2010-2011 academic year. Although the standard approval is for three years, the length of initial eligibility has been adjusted to place the institutions on the same renewal schedule as all other participating institutions. As a result, the initial approval period for these institutions extends until September of 2013. This will allow them to begin student eligibility processing for the 2010-2011 academic year in January 2010 and align them with the regular recertification process, which began in November 2009 and will be completed in September 2010.

STATUTORY REFERENCE

Section 173.1101-173.1108, Access Missouri Financial Assistance Program
Section 173.1102(3), RSMo, eligibility provisions for Missouri public institutions to participate in the state student financial assistance programs

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education approve Warrensburg Area Career Center and Clinton Technical School to participate in the state student financial assistance programs administered by the Coordinating Board for Higher Education until recertification of institutional eligibility occurs in September of 2013.

ATTACHMENT(S)

None

Coordinating Board for Higher Education
December 10, 2009

AGENDA ITEM SUMMARY

AGENDA ITEM

Distribution of Community College Funds
Coordinating Board for Higher Education
December 10, 2009

DESCRIPTION

The process for making state aid payments to community colleges in FY 2010 will be monthly. All FY 2010 state aid appropriations are subject to a three percent governor's reserve.

The total FY 2010 state aid appropriation for community colleges is \$148,377,417. The amount available to be distributed (appropriation less the three percent governor's reserve) is \$143,926,097.

The payment schedule of state aid distributions for September through November 2009 is summarized below.

State Aid (excluding M&R) – GR portion	\$29,304,939
State Aid – Lottery portion	1,807,233
State Aid – Federal Budget Stabilization portion	6,078,410
Maintenance and Repair	<u>557,789</u>
TOTAL	\$37,748,371

The total distribution of state higher education funds to community colleges during the period July through November, 2009 is \$58,489,819.

STATUTORY REFERENCE

Section 163.191, RSMo

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT(S)

None

Coordinating Board for Higher Education
December 10, 2009

AGENDA ITEM SUMMARY

AGENDA ITEM

Proprietary School Certification Actions and Reviews
Coordinating Board for Higher Education
December 10, 2009

DESCRIPTION

All program actions that have occurred since the September 10, 2009 Coordinating Board meeting are reported in this consent item. In addition, the report includes information concerning anticipated actions on applications to establish new postsecondary education institutions, exemptions from the department's certification requirements, and school closures.

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)

Brown Mackie College
St. Louis, Missouri

This for-profit school is owned by Education Management Corporation of Pittsburgh, Pennsylvania, which operates more than 90 instructional locations in 29 states. The school offers nondegree and degree (associate's and bachelor's levels) programs in multiple fields of study, including business, technical and allied health studies. The school uses "a change-oriented approach to education that provides the community with graduates who possess the skills and knowledge needed to succeed in existing and emerging occupations." This school is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS).

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

None

Applications Pending Approval (Authorization for Instructional Delivery)

Academy of Dental Assisting
St. Louis, Missouri

This single proprietor (for-profit) institution proposes to offer a non-degree dental assisting program. The program offers "state of the art equipment and training in small classes." This school is not accredited.

Alpha Transport Group, Inc.
St. Louis, Missouri

This single proprietor (for-profit) institution proposes to offer a non-degree truck driving program. This school is not accredited.

East-West Natural Healing
St. Louis, Missouri

This single proprietor (for-profit) institution proposes to offer a non-degree program to prepare students to become yoga instructors. During the training, students gain "knowledge in yoga techniques, philosophy, anatomy and teaching methodology in order to go forth and share their love of yoga with others." This school is not accredited.

George Washington University
St. Louis, Missouri

This not-for-profit institution proposes to offer a graduate certificate and master's degree program in systems engineering to employees of the National Geospatial-Intelligence Agency. This institution "emphasizes the linkage between basic and applied scholarship, insisting that the practical be grounded in knowledge and theory." This school is accredited by the Middle States Commission on Higher Education (MSCHE).

IQ Career Systems
St. Charles, Missouri

This for-profit, corporately owned school proposes to offer nondegree programs in paintless dent repair, as well as a nondegree business program. This school is not accredited.

Jackson County School of Dental Assisting
Raytown, Missouri

This single proprietor (for-profit) school will offer a nondegree dental assisting program in an active dental clinic using an accelerated 10 week format of evening or weekend attendance and internship or externship experience. This school is not accredited.

Jane's House Studio
St. Charles, Missouri

This single proprietor (for-profit) institution proposes to offer a non-degree program to prepare students to become yoga instructors. The program "is designed to give aspiring teachers the necessary knowledge, experience, and technical tools to teach a yoga practice that meets the multifaceted demands of today's practitioners." This school is not accredited.

Just Practice Yoga
St. Louis, Missouri

This single proprietor (for-profit) institution proposes to offer a non-degree program to prepare students to become yoga instructors. The program's objective is "to provide students with an in-depth comprehensive educational background in the basic theory and practices required to teach yoga." This school is not accredited.

The Art Institute of St. Louis
Earth City, Missouri

This for-profit school, which is owned by Education Management Corporation of Pittsburgh, Pennsylvania, proposes to offer nondegree and degree (associate's and bachelor's levels) programs in multiple areas of the arts, including culinary, film, fashion, graphic design, interior design, photography and interactive media. Proposed instruction will "focus on real-world challenges, giving students extraordinary opportunities to immerse themselves in complex design problems, collaborate with real

clients and produce superb portfolios.” This school is accredited by the Higher Learning Commission (HLC).

Yoga Source Yoga School
St. Louis, Missouri

This single proprietor (for-profit) institution proposes to offer a non-degree program to prepare students to become yoga instructors. This school is not accredited.

Applications Pending Approval (Authorization Only to Recruit Students)

Ashford University
Clinton, Iowa

This for-profit, corporately owned institution offers associate’s, bachelor's and master's degree programs in a wide variety of fields including business, education, health care administration, criminal justice and public relations. The school strives "to foster a vigorous, diverse learning environment shaped by contemporary awareness, intellectual inquiry, and a shared truth in which students gain knowledge and build skills and values useful in their personal and career development." This school is accredited by the Higher Learning Commission (HLC).

University of Southern California
Los Angeles, California

This not-for-profit, corporately owned institution proposes to offer a Master of Arts in Teaching program that includes online instruction with on-the-ground observation and student teaching. The program “is designed for individuals who wish to begin their teaching careers with both a teaching credential and an advanced degree.” This school is accredited by the Western Association of Schools and Colleges (WASC).

Applications Withdrawn

None

Exemptions Granted

Greater St. Louis County Fire Academy, Inc.
St. Louis, Missouri

This contract agency offers training to prepare students for firefighting tests administered by the Department of Public Safety Division of Fire Safety. The school was granted exemption as “a course of instruction for persons in preparation for an examination given by a state board or commission where the state board or commission approves that course and school.” This school is not accredited.

Raphael University
Independence, Missouri

This school is owned and controlled by the Exorcist Order of Saint Michael, which is an ecumenical Catholic and Orthodox Christian church and religious order. The school offers theologically based degree programs at the associate's, bachelor's, master's and doctorate levels. The school was granted exemption 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." This school is not accredited.

Schools Closed

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Appointments to the CBHE Proprietary School Advisory Committee
Coordinating Board for Higher Education
December 10, 2009

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, WTI-Joplin and Mr. John Vatterott, Jr., American Trade School. In addition, an existing member of the committee has recently resigned. The resigning member is Mr. Cris Medina, Guadalupe Culinary Arts Institute.

The Commissioner has appointed Ms. Pam Bell, Vatterott College, and Mr. Ryan Ball, University of Phoenix, to fill the vacancies. These appointments are for a term of three years, beginning on January 1, 2010, and expiring on December 31, 2012. To fill the remaining two years of the term of Mr. Medina, the Commissioner has appointed Ms. Marilyn Knight, High-Tech Institute. Ms. Knight's term will expire on December 31, 2011.

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.

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, 2010 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 regular vacancies will occur on the PSAC. In addition, there has been one recent resignation. The Commissioner has appointed Ms. Pam Bell, Vatterott College, and Mr. Ryan Ball, University of Phoenix, to fill the regular vacancies. These appointments are for a term of three years and begin on January 1, 2010 and expire on December 31, 2012. To fill the remaining two years of the unexpired term, the Commissioner has appointed Ms. Marilyn Knight, High Tech Institute. Ms. Knight's term will expire on December 31, 2011.

Ms. Bell is currently the Chief Executive Officer and President of Vatterott Education Centers, which operates 22 campuses in nine states, including Vatterott College and L'Ecole Culinaire in Missouri. These institutions offer non-degree and degree-level programs in technical education areas, including allied health, computer technology, culinary arts, and skilled trades (welding, plumbing, and electrical). Both institutions are accredited by the Accrediting Commission of Career Schools and Colleges (ACCSC). Ms. Bell has more than 20 years of experience in education and management. She has a wide range of campus experience at numerous colleges and universities from faculty member to senior administration. She also has extensive experience with education accreditation and with private business. Ms. Bell earned an Associate Degree from Olney Central College, a Bachelor of Science in Political Science and History from the University of Tennessee, a Master of Arts in Business Management from Webster University, and a Master of Science in Communications Technology from Capella University.

Mr. Ball is the Vice President for the Missouri and Wisconsin Campuses of the University of Phoenix. The University of Phoenix operates three campuses in Missouri and has more than 200 locations worldwide as well as an online division. Instructional programs in Missouri range from non-degree through graduate level and include such disciplines as business, education, computer technology, health-related, and criminal justice. The university is owned by the Apollo Group, which also operates the College for Financial Planning, Insight Schools, the Institute for Professional Development and Western International University. The University of Phoenix is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. Mr. Ball has been with the university for more than nine years, holding faculty and administrative positions at several campuses across the country. He has been regularly recognized for his outstanding performance within the institution as well as in his

community. Mr. Ball earned a Bachelor of Science in Business/Marketing and a Master of Business Administration/Technology Management from the University of Phoenix.

Ms. Knight is the campus president of the High Tech Institute campus located in Kansas City, Missouri. High Tech Institutes are owned by Anthem Education Group, which operates 23 accredited post secondary education institutions in 14 states. High-Tech Institute offers nondegree and associate degree level programs in Health Care, Technology, Visual Communication, and Criminal Justice. It is accredited by the Accrediting Council of Independent Colleges and Schools (ACICS). Ms. Knight has been involved in private career education for more than six years and has held a range of positions from classroom instructor to senior administration. She earned a Bachelor of Science in Medical Records Administration from Chicago State University.

PROPRIETARY SCHOOL ADVISORY COMMITTEE

**Membership Roster
January 1, 2010**

Mr. Ryan Ball
State Vice President
University of Phoenix
901 East 104th Street, Suite 200
Kansas City, MO 64131 (816) 204-2110
(Term expires 12/31/2012)

Ms. Pamela Bell
President
Vatterott Education Centers, Inc.
8580 Evans Avenue
Berkeley, MO 63134 (314) 264-1000
(Term expires 12/31/2012)

Ms. Paula Jerden
District Manager
ITT Technical Institute
3640 Corporate Trail Drive
Earth City, MO 63045 (314) 298-7800
(Term expires 12/31/2010)

Ms. Marilyn Knight
Campus President
High-Tech Institute
9001 State Line Road
Kansas City, MO 64114 (816) 926-4701
(Term expires 12/31/2011)

Ms. Cynthia Musterman
President
Patricia Stevens College
330 North Fourth Street, Suite 306
St. Louis, MO 63102 (314) 421-0949
(Term expires 12/31/2011)

Mr. Shane Smeed
President
DeVry University
11224 Holmes Road
Kansas City, MO 64131 (816) 941-0430
(Term expires 12/31/2011)

Ms. Carrie Stamper
Administrator
Missouri Taxidermy Institute
4043 East Highway 54
Linn Creek, MO 65052 (573) 346-6871
(Term expires 12/31/2010)

AGENDA ITEM SUMMARY

AGENDA ITEM

Annual Report of the State Student Financial Aid Committee
Coordinating Board for Higher Education
December 10, 2009

DESCRIPTION

The State Student Financial Aid Committee, the CBHE's permanent advisory committee on state student financial aid programs and issues, has continued its work to advise the board on steps needed to modernize and streamline the state's student financial assistance programs. Additional information about committee structure and current membership can be found under Tab O of this board book. The intent of this agenda item is to provide the board with an annual update from this committee.

The past year has seen considerable attention focused on student financial assistance at both state and federal levels. At the state level, while participation has expanded and new programs have been added, there have been ongoing challenges for the state aid programs. From a national perspective, proposals to simplify and streamline the federal application (Free Application for Federal Student Aid or FAFSA), and to eliminate the Federal Family Education Loan Program (FFELP) have the potential to substantively impact the operation and administration of state programs as well.

The following are highlights of the issues considered by the committee over the last year as well as items that will likely be included on future agendas.

Access Missouri

- The issue of differential funding for students based on the institutional sector they choose to attend remains a topic of discussion. The proportion of funds received by these students has changed from the levels of previous programs and discussions about these proportions are ongoing.
- Attention continues to be focused on the state deadline (currently April 1) for completion of the FAFSA, which serves as the application for Access Missouri. Significant numbers of students with EFCs of \$12,000 or less miss the April 1 deadline established by the MDHE. While moving the deadline later in the year would expand program eligibility, that expansion could adversely impact enrollment and financial packaging decisions by delaying the availability of some information for students and parents.
- Institutional representatives continue to express concern about the process for establishing award levels for this program. Early estimates of award levels are made in late winter (February) and after tax filing season (May). Actual award levels are set in August with a review of those levels occurring in December. Award levels may change at any of these

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points, leading to additional work for financial aid offices to update or repackage aid for students receiving Access Missouri awards.

- An area of growing concern is a decline in the rate at which otherwise eligible students receive awards under Access Missouri (utilization). Both the numbers of applicants and recipients have shown steady increases since implementation in 2007, reflecting expanding program reach, better student preparation, and attention to on-time filing. While the raw numbers are increasing, they mask a decline in the percent of eligible applicants that actually receive an award. Because insufficient data are available to draw reliable conclusions, further study is needed to identify the nature and probable causes of this trend. It is anticipated expanded efforts in financial literacy and early awareness through a new partnership between the MDHE and the Missouri Association of Student Financial Aid Personnel (MASFAP) may have a positive impact in this area. This includes such activities as College Goal Sunday, high school counselor workshops, financial literacy training, and high school financial aid nights.
- The current state budget situation has raised concern about the stability of funding for this and all state aid programs. Award levels are declining from the statutorily established maximums for FY 2010, and current projections indicate this situation will continue and probably become more pronounced into the foreseeable future.

Bright Flight

- Senate Bill 389 (2007) changed this program to provide a two-tiered award system for FY 2011, i.e. those in the top 3 percent eligible for up to \$3,000 and those in the 4th and 5th percentile eligible for up to \$1,000. The current budget challenges facing the state are having a direct impact on the likelihood that this program will remain fully funded as it has for the past 20 years. This situation has also raised concerns about award levels during times of reduced funding and is exacerbated by the fact that FY 2011 expands the program to include students in the top five percent of test takers (previously limited to the top three percent).

According to current CBHE policy as codified in Administrative Rule 6 CSR 10-2.080, when full funding is not available, awards levels are to be reduced proportionately across the board. The rationale to reduce all awards proportionately was to ensure all eligible students in both tiers would receive some funding. Due to the magnitude of shortfall estimated for Bright Flight awards (approximately \$9 million), using a proportional cut across all levels will likely result in new and renewal students in the top tier receiving significantly less money than anticipated. Some policymakers have argued that the second tier should only receive funding after fully funding the top tier and they may promote legislation to bring about this change. Since the current policy had not anticipated a shortfall of such magnitude, the CBHE should revisit this issue.

New Programs

- Governor Nixon continues to promote the establishment of a new student financial assistance program (Missouri Promise) with the goal of ensuring qualified students have sufficient financial assistance to cover their tuition and fee costs at public institutions of higher education. While the proposal was not adopted by the legislature in 2009, it was primarily

the issue of funding that derailed its consideration. Refinement of the proposal for the new program is ongoing.

FAFSA Simplification

- Missouri's need-based financial aid programs (Access Missouri, Ross Barnett, and Kid's Chance) depend heavily on information provided through the FAFSA. While this application serves as a single source for such information for federal and state governments as well as institutions of higher education, it is widely criticized as too long and too complicated. As such, there is growing support for simplifying the application in order to eliminate it as a barrier to students seeking postsecondary education and student aid. However, such efforts are unlikely to come without a corresponding cost in loss of information, some of which could be essential to the processing of state aid.

Committee Engagement

- An important objective for the financial aid committee and the MDHE staff over the past year has been the improvement of current program operations. The primary strategy for accomplishment of this objective has been the review and revision of the administrative rules that govern program operation. The committee has spent considerable time assisting staff in drafting and reviewing administrative rule changes to simplify and streamline existing state student financial assistance programs. While review and revision is an ongoing process, this phase was completed earlier this year.
- The committee continues to discuss the impact of budget and other challenges on funding for state student assistance programs. Both Access Missouri and Bright Flight face growing problems in this area. The resulting reduction in award levels from those envisioned in the authorizing statutes and the negative impact these reductions have on the ability of students to afford postsecondary education are an ongoing source of concern to committee members, and the committee remains committed to supporting additional funding for these programs.
- As an outgrowth of recent projects involving the automated delivery system for state financial assistance (FAMOUS), the need for modernization of this system has become a topic of discussion. The committee was engaged during the past year in the first phase of this modernization project. Accomplishments during that phase include updating the institutional interface to a web-based platform, increasing flexibility for certifying eligible students, and improving messaging to institutional users. The next phase of this modernization process has begun and will include such enhancements as a student portal for information about eligibility and awards, the ability to rapidly add new programs to the system, and a redesign of the current delivery structure (semester vs. annual) to reflect current program operations. The committee will continue to play an integral role in the design and implementation of these changes.
- The development of a college cost estimator has been a department priority for some time. The committee has begun a process of reviewing existing products provided by other organizations and has discussed a phased approach to integrating this new item into the department's website. Through the College Access Challenge Grant, a new source of funding to plan for and implement this and other needed changes has become available.

- During the FY 2010 budget process, the MDHE received appropriations for two programs not currently under the department's jurisdiction. These programs are the Missouri Minority Teaching Scholarship and the Minority and Underrepresented Environmental Literacy Program. Assuming administrative authority for these programs is transferred to the MDHE during the 2010 legislative session, the committee will be actively involved as the department establishes related operating procedures and submits related rules and regulations.

Conclusion

The State Student Financial Aid Committee continues to play a crucial role in the development, implementation, and improvement of the state's financial assistance programs. With the many changes that are anticipated in this area over the next several years, it will remain a valuable resource for the board and the MDHE to address the related challenges.

STATUTORY REFERENCE

Section 173.234, RSMo, War Veterans Survivor Grant Program
Section 173.235, RSMo, Vietnam Veteran's Survivor Grant Program
Section 173.250, RSMo, Higher Education Academic Scholarship Program
Section 173.254, RSMo, Kids' Chance Scholarship Program
Section 173.260, RSMo, Public Service Officer or Employee's Child Survivor Grant Program
Section 173.262, RSMo, Marguerite Ross Barnett Memorial Scholarship Program
Section 173.1101, RSMo, Access Missouri Financial Assistance Program

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

State Student Financial Aid Committee Membership
Coordinating Board for Higher Education
December 10, 2009

DESCRIPTION

In June 2006, the Coordinating Board converted its temporary State Aid Program Task Force to the standing State Student Financial Aid Committee (SSFAC). In December 2007, a membership structure and appointment terms were established. The intent of this board item is to notify the board of recent appointments to the committee by the Commissioner of Higher Education and changes to the committee make up.

All members of the committee are appointed by the Commissioner of Higher Education. Regular appointments are for two-year terms and appointments to fill vacant positions are for the remainder of the unexpired term. Appointments to the committee are based on recommendations from the related affinity group, when such a group exists, with other appointments based on input from other organizations and agencies as appropriate.

At the end of this calendar year, nine terms expire for existing members. The appointments to fill those terms, which will extend from January 1, 2010 through December 31, 2011, are as follows. An asterisk (*) indicates the reappointment of an existing member.

Council on Public Higher Education (COPHE)

Appointments currently pending COPHE recommendation. Appointments to fill these positions will be announced at the CBHE meeting.

Missouri Community College Association (MCCA)

Kathy Brockgreitens, Registrar & Director of Financial Assistance & Admissions*
St. Charles Community College
Khaneetah Cunningham, Manager, Student Financial Aid*
St. Louis Community College –Florissant Valley

Independent Colleges and Universities of Missouri (ICUM)

Brad Gamble, Director of Financial Assistance*
Southwest Baptist University
Cari Wickliffe, Director of Student Financial Services*
Saint Louis University
Rebecca Ruff, Financial Aid Officer
Lindenwood University

Missouri Association of Private Career Colleges and Schools (MAPCCS)

Brian Stewart, President
Bryan College

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Linn State Technical College

Becky Whithaus, Financial Aid Director*

Professional/Technical Schools

Jerry Cox, Financial Aid Administrator*
Pike/Lincoln Technical Center

Office of the Governor

Vacant pending appointment by Governor

Missouri Senate Staff

Trevor Foley, Budget Analyst, Senate Appropriations*

Missouri House of Representatives Staff

Mike Price, Budget Analyst, House Appropriations*

Missouri Higher Education Loan Authority (MOHELA)

Bethany Moran, Regional Account Manager*
MOHELA

Missouri Department of Higher Education (MDHE)

Leroy Wade, Assistant Commissioner*
Financial Assistance, Outreach, and Proprietary Certification

During the review of appointments to the committee, an issue arose relating to the proportion of members representing ICUM-member institutions. Over the past year, ICUM membership has increased substantially, now representing 20 of the 26 independent institutions indigenous to Missouri. In recognition of that change, the decision was made to reassign one of the existing non ICUM independent membership slots to an ICUM-member institution. It should be noted this change is based on the current distribution of ICUM and non-ICUM members and may be re-evaluated by the Commissioner if the proportion changes substantially. As a result of this reassignment, representatives from three ICUM-member institutions are being appointed during this cycle and the attached membership roster reflects the mix of five ICUM and one non-ICUM institutions representing the independent sector.

Attached is a listing of the committee membership effective January 1, 2010 including the appointments referenced above.

STATUTORY REFERENCE

Section 173.234, RSMo, War Veterans Survivor Grant Program
Section 173.235, RSMo, Vietnam Veteran's Survivor Grant Program
Section 173.250, RSMo, Higher Education Academic Scholarship Program
Section 173.254, RSMo, Kids' Chance Scholarship Program

Section 173.260, RSMo, Public Service Officer or Employee's Child Survivor Grant Program
Section 173.262, RSMo, Marguerite Ross Barnett Memorial Scholarship Program
Section 173.1101, RSMo, Access Missouri Financial Assistance Program

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RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT

State Student Financial Aid Committee Membership Roster – January 1, 2010

**STATE STUDENT FINANCIAL AID COMMITTEE MEMBERS AND LENGTH OF
TERMS**

Effective January 1, 2010

Council on Public Higher Education (COPHE)

James Brooks, Financial Aid Director

University of Missouri-Columbia (term expires December 31, 2010)

Anna Fligge, Student Loan Officer

University of Central Missouri (term expires December 31, 2010)

*Appointments for two positions currently pending COPHE recommendation (terms will expire
December 31, 2011)*

Missouri Community College Association (MCCA)

Kathy Brockgreitens, Registrar & Director of Financial Assistance & Admissions

St. Charles Community College (term expires December 31, 2011)

Cindy Butler, District Director of Student Financial Aid

Metropolitan Community College (term expires December 31, 2010)

Khaneetah Cunningham, Manager, Student Financial Aid

St. Louis Community College-Florissant Valley (term expires December 31, 2011)

Amy Hager, Director of Financial Aid

Moberly Area Community College (term expires December 31, 2010)

Independent Colleges and Universities of Missouri (ICUM) Members

Brad Gamble, Director of Financial Assistance

Southwest Baptist University (term expires December 31, 2011)

Rebecca Ruff, Financial Aid Officer

Lindenwood University (term expires December 31, 2011)

Laurie Wallace, Director of Financial Services

Missouri Baptist University (term expires December 31, 2010)

Cari Wickliffe, Director of Student Financial Services

Saint Louis University (term expires December 31, 2011)

Rose Windmiller, Director State Relations and Local Government Affairs

Washington University (term expires December 31, 2010)

Non-ICUM Members

Charles "Buddy" Mayfield, Director of Financial Aid

Missouri Valley College (term expires December 31, 2010)

Missouri Association of Private Career Colleges and Schools (MAPCCS)

Brian Stewart, President

Bryan College (term expires December 31, 2011)

Linn State Technical College

Becky Whithaus, Financial Aid Director (term expires December 31, 2011)

Professional/Technical Schools

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Jerry Cox, Financial Aid Administrator
Pike/Lincoln Technical Center (term expires December 31, 2011)

Private Professional/Technical Institutions

Jason Crowe, Chief Financial Aid Officer
Barnes-Jewish College of Nursing (term expires December 31, 2010)

Office of the Governor

Vacant – Pending appointment by Governor

Missouri Senate Staff

Trevor Foley, Budget Analyst, Senate Appropriations (term expires December 31, 2011)

Missouri House of Representatives Staff

Mike Price, Budget Analyst, House Appropriations (term expires December 31, 2011)

Missouri Higher Education Loan Authority (MOHELA)

Bethany Moran, Regional Account Manager
MOHELA (term expires December 31, 2011)

Missouri Department of Higher Education (MDHE)

Leroy Wade, Assistant Commissioner, Financial Assistance, Outreach, and Proprietary Certification (term expires December 31, 2011)

MDHE Support Staff

Kelli Reed, Student Assistance Associate
Amy Haller, Program Specialist

AGENDA ITEM SUMMARY

AGENDA ITEM

Student Loan Update
Coordinating Board for Higher Education
December 10, 2009

DESCRIPTION

In response to President Obama's budget proposal recommending direct federal funding of all federally backed student loans, Congress and the U.S. Department of Education (USDE) have made efforts to move closer to implementation of that recommendation. The purpose of this item is to describe the actions taken by these entities as well as steps the MDHE is taking to be prepared for the potential changes.

Discussion

On September 17, 2009, the U.S House of Representatives passed H.R. 3221, the Student Aid and Fiscal Responsibility Act of 2009 (SAFRA), which would move all new loan originations to the Federal Direct Loan Program (FDLP) by July 1, 2010. The Senate Committee on Health, Education, Labor and Pensions has not yet introduced a companion bill. The Senate version of the bill is not expected until work on health care legislation is complete. The delay in legislation has prompted concerns among the financial aid community that SAFRA's July 1, 2010 implementation date will be too early to be practicable if the legislation were to ultimately be enacted.

Because of concerns that a July 1, 2010 implementation date may not be feasible if legislation were to pass, the U.S. Department of Education has urged institutions to begin preparations now for the potential change. On October 26, 2009, Secretary of Education Arne Duncan sent a letter to institution presidents encouraging them to be ready to move to the Federal Direct Loan Program. In response to Secretary Duncan's letter, several legislators, including Senator Ben Nelson (D-NB), Senator Lamar Alexander (R-TN), Senator Mike Johanns (R-NB), and Representative John Kline (R-MN), have written letters to the Secretary expressing concern that USDE's efforts to push schools toward FDLP are premature and inappropriate.

The USDE is also taking steps to assess the financial capacity of existing Federal Family Education Loan Program (FFELP) guaranty agencies in a post-FFELP environment. A September 29, 2009, letter to guaranty agency directors from William Taggart, chief operating officer of USDE's Federal Student Aid (FSA) division, announced that FSA staff would meet with each guaranty agency to discuss the agency's financial position, challenges, and projections. As a result, MDHE staff met with FSA via conference call on November 16, 2009. FSA has not specified how it intends to use the information obtained through this series of meetings.

Although the fate of student loan reform legislation is uncertain, the MDHE continues to fortify services such as outreach, default prevention, and financial literacy education that are likely to

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continue regardless of FFELP's fate. For example, the MDHE recently received grant funding for administration of Missouri's 2010 College Goal Sunday program, which assists families in applying for federal financial aid. Additionally, during December 2009, the MDHE will begin providing financial literacy curriculum materials, funded by the College Access Challenge Grant, to Missouri high schools. The MDHE has also stepped up efforts to leverage partnerships with the Missouri Association of Student Financial Aid Personnel, the Missouri School Counselor Association, and the Missouri Association for College Admission Counseling in order to provide more efficient and effective outreach efforts.

STATUTORY REFERENCE

Section 173.055 RSMo
Section 173.110 RSMo

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Early College Workgroup Update
Coordinating Board for Higher Education
December 10, 2009

DESCRIPTION

During recent years there have been increased efforts, nationally and in Missouri, to provide high school students with opportunities to accelerate their education by simultaneously earning high school and college credit. Such programs may fall outside of what is traditionally thought of as dual credit. A volunteer workgroup has been established to identify best practices and to make recommendations for developing a statewide policy on early college programs. The intent of this agenda item is to provide an update on the progress of the Early College Workgroup (ECW).

Background

Previously, Missouri institutions have sought special approval to establish early college programs. In the last 6 months, the MDHE received requests from several institutions to establish early college programs. The Department advised the CBHE of a policy void for processing these requests in a comprehensive and uniform manner that protects the interests of students and other stakeholders. At its June 2009 meeting, the CBHE directed the Commissioner of Higher Education, in consultation with presidents and chancellors, to develop recommendations for legislative or public policy initiatives related to the establishment of early college programs in Missouri and to present those recommendations to the CBHE by June 2010. In consultation with presidents and chancellors, the Commissioner established the Early College Workgroup to study the issue and to provide input for policy recommendations that will guide the establishment of early college programs in Missouri.

The Workgroup is comprised of 35 members representing public two- and four-year institutions, independent two- and four-year institutions, proprietary institutions, and the K-12 sector. To address the policy gaps that exist regarding early college programs, the Early College Workgroup was charged with:

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

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Progress

The ECW met on October 20, 2009 to learn about the early college programs operating in Missouri and to begin identifying the critical issues and concerns to be considered in developing policy guidelines. The workgroup heard presentations from the Missouri Academy of Science, Mathematics, and Computing at Northwest Missouri State University, the Trailblazer Academy at Metropolitan Community College – Blue River, and the Early College Program at Missouri State University – West Plains.

The group also reviewed pertinent CBHE policies and discussed how such policies would play a role in their work. Workgroup members identified several issues that they plan to address including:

- the impact of high-school students enrolled alongside traditional aged college students;
- liabilities for higher education institutions;
- transportation of students;
- students who leave programs prior to completion;
- psychological, social, and academic readiness of students planning to enroll in early college programs;
- student entrance/admissions requirements to early college programs;
- transfer of credit earned in early college programs;
- best practices nationally and in Missouri;
- assessment of students and programs; and
- how current CBHE policies will impact early college programs.

Next Steps

The workgroup formed three subgroups: Best Practices and Programs, Student Accessibility and Affairs, and Academic Issues. Each subgroup will work separately to investigate and develop recommendations in their area. The ECW will review and discuss the recommendations and will develop a final report to be presented to the Commissioner in May 2010.

STATUTORY REFERENCE

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

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

International Programs Update
Coordinating Board for Higher Education
December 10, 2009

DESCRIPTION

International education opportunities help Missouri citizens to broaden their understanding of other cultures and to compete in a global economy. Recruitment of international students has become a central focus of other states and nations as a way to generate revenue as well as advance commitments to internationalize colleges and universities, thereby supporting the objective to develop a culturally competent graduate for the global workforce. This agenda item provides an illustration of a few current international initiatives underway in Missouri.

Background

Missouri colleges and universities have a long history of reaching beyond our national borders through student and faculty exchange. Periodically institutions have shared information through consortia relationships in an effort to become more effective in their efforts to develop formal relationships with institutions, students, and faculty in other countries. Until recently, statewide coordination of such efforts has been limited. With increased interest in international recruitment and globalization, MDHE staff has become involved in supporting several statewide initiatives that are underway.

Study Missouri Consortium

In June 2009, international programming professionals and faculty from all areas of global education and representing all sectors of higher education established the *Study Missouri Consortium* (Attachment A). Other stakeholders, including the U.S. Department of Commerce, are active in this initiative. The goals of Study Missouri are to showcase Missouri as an educational destination for international students and faculty, increase global opportunities and experiences for Missouri residents, and contribute to the state's economic competitiveness.

The consortium works both to recruit international students and faculty to Missouri and to assist Missouri students and faculty to internationalize education in Missouri. Study Missouri builds on, and is supportive of, the work of the Missouri Consortium (MOCON), a previous consortium dedicated to international education comprised of Missouri public universities, and the Missouri Consortium for Global Education (MCGE), comprised of Missouri community colleges. In addition, Study Missouri members and representatives from MCGE have volunteered to advise and assist the MDHE in identifying global/cultural competencies to be included in the on-going Curriculum Alignment Initiative.

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Study Missouri has four overarching objectives:

- Showcase Missouri as an educational destination for international students and faculty
- Provide outreach to Missouri students to show the value and importance of study abroad
- Deepen Missourians' understanding of globalization and promote internationalization of the curriculum at educational institutions
- Unite, inform, and develop Missouri's global education community

In October 2009, Senator David Pearce (R-31) and Representative Denny Hoskins (R-121) met with Study Missouri members at the MDHE offices to discuss the collaborative work being done by Missouri colleges and universities across all sectors and regions of the state. The Consortium will work with Sen. Pearce and Rep. Hoskins to develop a joint resolution on international education and global outreach, which will be proposed during the 2010 legislative session. In the past, similar resolutions have passed both the Missouri House and the Missouri Senate but not within the same legislative session. Study Missouri will also collaborate with Missouri legislators in the planned observance of "International Education Day" at the Capitol in February 2010.

More than 8,000 international educators will visit Kansas City May 30 – June 4, 2010 to take part in the annual National Association for Foreign Student Advisors (NAFSA) international conference. One of the initial projects of Study Missouri is to identify programs that will showcase Missouri institutions at that conference. Study Missouri members will maintain an information/recruiting booth at the conference, provide tours for Education USA Advisors and international representatives to Missouri higher education institutions, and host a legislative reception among other events to promote Missouri higher education opportunities to the international participants.

Recent Focus on Panama

The National Guard State Partnership Program (SPP), which was established in 1993 to link U.S. states with partner countries to support security cooperation objectives, placed additional interest and focus on forging relationships beyond national boundaries. Missouri officially joined the SPP in 1996 and was assigned Panama as its partner. In addition to military exchanges for strategic defense objectives, the National Guard Bureau began to promote civilian-to-civilian spillover that could be used to support social and economic programs linking foreign nations and citizens with businesses and individuals in the U.S.

In June 2005, an official Missouri delegation visited Panama in order to explore ways to expand opportunities for trade, education, and other civilian collaborations that would benefit both partners. In preparation for the official state visit, MDHE staff learned that Missouri and Panama were linked historically in many ways and that several postsecondary Missouri institutions were already engaged in formal relationships that would support educational exchange.

Commissioner Robert Stein and a team of Missouri educators representing 10 two- and four-year Missouri institutions visited Panama November 17 – 22, 2009 to strengthen existing

relationships and to create new partnerships during an educational college fair for middle and high school students. In addition, the Missouri delegation participated in several pre-fair activities including formal visits to two public universities in Panama (one with a focus on science and technology and the other with a focus on special education) to explore opportunities for expanded relationships between Missouri and Panama.

While in Panama, Commissioner Stein met with the US Ambassador to Panama, the former Panamanian Ambassador to the US, and several key business leaders to understand better the common challenges and interests facing both Missouri and Panama. As part of the fair festivities, the MDHE signed a Memorandum of Understanding (MOU) with the Instituto para la Formacion y provechamiento del Recurso Humano (IFARHU), which is the Panamanian agency responsible for student financial aid – both loans and scholarships. A copy of the MOU, which was developed in partnership with the Missouri National Guard as an extension of the SPP, is provided in Attachment B.

During a reception hosted by the US Embassy, fair organizers, and IFARHU in his honor, Dr. Stein gave a keynote address (Attachment C) that reinforced the opportunities and benefits for a more engaged partnership between Panama and Missouri.

As a result of this recent visit, several Missouri institutions have reinforced existing relationships while others are exploring opportunities to establish new ones. A joint report from participating institutions is being developed and will be shared with the Governor's office, the Missouri National Guard, the US Embassy in Panama, and the CBHE.

Conclusion

International educational experiences prepare Missourians for success in the global economy, and future international leaders are provided opportunities and experiences that deepen their understanding of other cultures. Not only does international education have a social impact on host countries but also an economic impact. NAFSA data show that in 2008-2009 the net economic contribution of international students was nearly \$18 billion nationwide, of which Missouri saw more than \$270 million¹.

MDHE staff will continue to work with the National Guard on international partnerships and to facilitate the work of the Study Missouri Consortium to strengthen and expand opportunities Missouri students and faculty to engage in global exchanges.

STATUTORY REFERENCE

Section 173.020 (2), RsMO, Identifying higher education needs associated with labor force requirements, development of commerce and industry, and professional and public services.

Section 173.030 (6), RsMO, Coordinating reciprocal agreements

¹ [NAFSA: The Economic Benefits of International Education to the United States for the 2008-2009 Academic Year](#)

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENTS

Attachment A: Study Missouri Member Institutions
Attachment B: MOU
Attachment C: Keynote Address - Ofertas 2010

Study Missouri Member Institutions

Baptist Bible College
Central Methodist University
Columbia College
Cottey College
Crowder College
Department of Economic Development
Drury University
Fontbonne University
Jefferson College
Lincoln University
Linn State Technical College
Maryville University
Metropolitan Community College-Kansas City- System
Missouri Baptist University
Missouri Department of Higher Education
Missouri Southern State University
Missouri State University
Missouri State University
Missouri University of Science & Technology
Missouri Western State University
Moberly Area Community College
North Central Missouri College
Northwest Missouri State University
Ozarks Technical Community College
Park University
Rockhurst University
Saint Louis University
Southeast Missouri State University
St. Louis Community College
State Fair Community College
Stephens College
Truman State University
U.S. Department of Commerce
University of Central Missouri
University of Missouri - St. Louis
University of Missouri- Kansas City
University of Missouri- Columbia
Washington University
Webster University
Wentworth Military Academy
Westminster College
William Jewell College

Memorandum of Understanding (MOU)
Between
The Missouri Department of Higher Education
And

The Instituto Para la Formación y Aprovechamiento de Recursos Humanos

This Agreement is between the Missouri Department of Higher Education (hereafter "MDHE"), an official department of the state of Missouri located in Jefferson City, Missouri, United States of America, and the Instituto para la Formación y Aprovechamiento de Recursos Humanos (hereafter "IFARHU") an agency of the Government of the Republic of Panama, located in Panama City, Panama, and is for the purposes hereafter stated:

WHEREAS, Panama and Missouri have long-standing ties that date back several decades; and

WHEREAS, through such special and long-standing ties many outstanding leaders of Panama's education sector completed their higher educational credentials; and

WHEREAS, a formal relationship was established linking Panama and the state of Missouri in 1996 through the United States National Guard Bureau's State Partnership Program (SPP); and

WHEREAS, through the SPP, Panama and Missouri are working collaboratively to foster mutual interests and establish long-term relationships across all levels of society including civilian-to-civilian educational partnerships and other educational initiatives; and

WHEREAS, both Panama and Missouri are interested in raising the educational attainment level and global understanding of their respective citizens; and

WHEREAS, a successful higher education is seen as key to a more secure and prosperous future both in Panama and Missouri; and

WHEREAS, IFARHU's mission is to plan and promote the training and development of Panama's human resources by granting scholarships to outstanding students and financial aid to economically disadvantaged Panamanians; and

WHEREAS, IFARHU has a mandate to establish partnerships with both domestic and international agencies and institutions so as to increase scholarly and educational opportunities for talented students and professionals; and

WHEREAS, IFARHU offers financial assistance for undergraduate, graduate, and continuing education in fields needed for Panama's comprehensive and sustainable development; and

WHEREAS, the MDHE works closely with Missouri's public, independent and proprietary postsecondary institutions on coordinating efforts for increased educational attainment and global competitiveness of Missouri citizens; and

WHEREAS, the MDHE is facilitating the development of Study Missouri, as a model state consortium dedicated to international initiatives that include Missouri as a destination for international students and faculty, globalization of Missouri institutions, and expanded relationships with the international community on exchange programs; and

WHEREAS, the MDHE has successfully promoted good working relationships between several Missouri postsecondary institutions and Panama agencies and postsecondary institutions; and

WHEREAS, there continue to be opportunities for more expanded partnerships in areas including bilingual education, second language acquisition, student and faculty exchange, educational technical assistance and outreach, faculty and student research and international education experiences, among others:

NOW THEREFORE IFARHU AND MDHE AGREE AS FOLLOWS:

IFARHU AND MDHE will identify one person as a point of contact from each agency to help facilitate more expanded partnerships between Panama and Missouri in areas of bilingual education, second

language acquisition, student and faculty exchanges, educational outreach, faculty and student research and international education experiences, among others; and

IFARHU and MDHE will encourage the public, independent and proprietary postsecondary institutions in Panama and in Missouri to establish relationships, agreements, and consortia that promote and increase student and faculty exchanges and facilitate international educational experiences among members of the higher education community; and

IFARHU and MDHE will develop coordinated strategies to expand exchanges and agreements between postsecondary institutions in Panama and in Missouri that are intended to produce a more globalized workforce with international experiences in both Panama and in the state of Missouri in the United States of America; and

IFARHU and MDHE will jointly develop indicators of success and issue an annual report about the effectiveness of this Agreement; and

IFARHU and MDHE will begin to implement the commitments set forth in this MOU immediately and that the MOU may be terminated at any time by either party effective upon receipt of a written request to that purpose

In witness thereof, as further commitment, this MOU is signed in both Spanish and English, both copies being equally valid, in the city of Panama on this nineteenth day of the month of November of the year two thousand and nine (2009).

Sonia de Luzcando, M. A.
Director General
Instituto para la Formación y
Aprovechamiento de Recursos Humanos

Dr. Robert B. Stein
Commissioner of Higher Education
Missouri Department of Higher Education

Education: the Path Ahead

By Robert B. Stein

Keynote Address Delivered at Reception hosted by US Embassy, IFARHU, and Ofertas 2010 Organizers, Panama, City, Panama, November 19, 2009

Buenas Noches amigos y amigas mias! It is both a privilege and an honor to have this opportunity to address you this evening. I express deep appreciation to the US Embassy, to the organizers Ofertas 2010, to Education USA, the Panamanian government, IFARHU, and all others responsible for the exciting set of meetings that have occurred over the past two days and that will continue during the upcoming FAIR and beyond. Support for international education is a key factor that will affect the future prosperity of the world.

Tonight, I would like to briefly reflect on the past, focus on the present, and build collective passion for working collaboratively on creating a bright future for our two countries.

Panama is a crossroads country: north meets south and east meets west in this beautiful, golden land. Paths converge here and the official mottos that have been historically used to refer to your country proclaim this unique destiny: Pro Mundi Beneficio; Funnel for World Commerce; The Land Divided the World United.

Panama has a long history of sending its sons and daughters abroad to study. As a result, Panamanian becarios return home a few years later with a knowledge base that sets in motion institutions that flourish. Talented students are sent to gain the latest knowledge – back to Panama come future Presidents, future legislators, educators, scientists, musicians, painters who are instrumental in creating your thriving economy and who bring back new technologies and innovations. So, it is

again fitting that Panama has wanted to set in motion, once again, exploration for new levels for international partnerships that will lead the way ahead.

In Missouri, we too, have understood the importance of reaching out beyond our borders to learn from others. Early in the 20th Century, Missouri sought the expertise of Panamanian professionals who had worked in building the Panama Canal. We asked them to come help us drain large areas of swamp in Southeast Missouri. That effort helped to produce some of our richest farm land and resulted in increased trade along the Mississippi River. Thus, Panama and Missouri became “sister states” in 1935 and the links between Missouri and Panama have continued over the years resulting in positive influences in our educational and business communities.

Spanish poet Antonio Machado in his work “Proverbs and Songs,” wrote eloquently about traveling the road of life. One of his most insightful understandings is reflected in the following: **“Pathwalker, there is no path. You must make the path as you walk.”**

As we shift from the past to the present, we should acknowledge that our future is a destination for which there is no map. Consider for a moment that new technical information doubles every two years, and half of it is obsolete by year three. This helps explain why many of today’s top jobs didn’t even exist in 2004. Information transfer is accelerating at incredible rates. Rapid change is everywhere making the world smaller and smaller. Consider the following facts some of which have already increased since the writing of this address:

- 2.7 billion Google **searches** per month
- 1 **trillion** Web pages on the internet
- 65,000 iPhone **applications**
- 13 **million** articles in **200** languages in Wikipedia

- 165 billion e-mails sent *per day*

Technology, population and global economic forces are driving all of us at breakneck speeds. A key question is, then: How should we prepare students for an unknown future?

As Machado predicted, we are making the path as we walk.

Let me take a moment to share a few facts about the place I call home. Missouri has a population of 5.6 million people who, like Panamanians, share many concerns about the future, and the role education should play in shaping an increasingly interdependent global economy. The higher education landscape in Missouri is rich and diverse.

We have 13 public university campuses and an additional 22 public institutions (community colleges and a technical college) that provide two year postsecondary education. In addition, we are home to 25 independent or private colleges and universities, and more than 160 private career-type schools.

We are proud of our institutions of higher learning, particularly their diverse faculties, students and academic programs and their receptivity and ability to develop robust new programs based on understanding of societal needs, for example needs for programs in English and Spanish language proficiency, and sustainable energy.

We are proud, too, of the bonds that have been forged with Panama to increase the number of your students who travel to Missouri for college. We also want to increase the opportunities Panama offers to Missouri students to experience a different culture, learn about tropical ecosystems and become more fluent in a second language. The historic cultural interaction between our two countries has enriched us socially and economically, broadening our horizons in technology, business and the arts.

Missouri currently has more than 12,000 international students, a number that is growing by about 7 percent per year. As some of you know, recently a new consortium of 40 Missouri colleges and universities was established – we call it, **Study Missouri** – This consortium aims to promote our state as a destination for international students. Just as we have created Study Missouri, we want to encourage you to create a **Study Panama** consortium. Working together our two organizations can grow in influence and demonstrate a new level of cross-national cooperation for expanded educational initiatives and connections between students and faculty, schools and colleges, communities, and countries.

I am proud to report that a large delegation of Missouri higher education faculty and administrators have come to Panama prior to the Oferta 2010 Fair to make the bonds between us stronger. Our presence here is an indication of our commitment to internationalize our curriculum and to build stronger international connections for our students and faculty. Next summer, Kansas City, Missouri will host a fair called NAFSA, an Association of International Educators, with 10,000 members from 250 countries, whose representatives will converge in Missouri next May to learn about study abroad opportunities around the world.

From one perspective, we can say that intercultural exchanges cultivate understanding that leads to respect and mutual growth. In Missouri, for example, the Hispanic Chambers of Commerce in Kansas City and St. Louis help Hispanic businesses prosper and promote their contributions to the economy at large. Over the past years, I have worked closely with the Hispanic Chambers in Missouri to ensure our institutions provide supportive environments so Hispanic students will be successful.

From another perspective intercultural exchanges or experiences affect individual lives. Let me tell you about three students currently finishing their first semester at the Missouri Academy, a program for talented Science, Technology,

Engineering, and Mathematics students that allows for accelerated entry into university studies.

Just a year ago, Plinio was a student at your Tejada Roca high school in Las Tablas --- going to the US was not in his future plans. Today, Plinio hopes to study mechatronics at USC in California and is working very hard to gain admissions there after finishing his two years of study at the Missouri Academy.

Barely a year ago, Juan Carlos was getting up very early in El Pajaro de Pesé to start the long daily journey to Jose Daniel Crespo high school in Chitré. Today, he is a member of a student research group conducting an investigation into reading strategies for mathematics. Juan Carlos wants to be a diplomat and has set his goal to get his bachelors degree at Georgetown prior to joining Panama's diplomatic service.

The third student, Florencio, from your CONSA in Chiriqui, is already a member of the Academy's Mathematics Competitions team and doing research on math study habits. He intends to study chemical engineering at MIT or Stanford. The joint effort of the Missouri Academy and three Panamanian foundations are making it possible for these three promising young men to receive full scholarships from the joint Abriendo Horizontes program between our two countries.

As we look to the future, the power of education should become our guidepost. However, let us not be fooled, for we know there will be rocks in the path ahead.

When U.S. presidential candidate Al Gore accepted the Nobel Prize in 2007, he said that **“Truth has the power to unite us and bridge the distance between ‘me’ and ‘we,’ creating the basis for common effort and shared responsibility.”**

One “truth” we know about the future is that more and more jobs will require some form of postsecondary education or training. In order to meet this challenge, we need to ask important questions:

- What exactly are students learning?
- What *should* they be learning?
- What knowledge and skills must they have so they can thrive as productive workers in a knowledge-based economy so they become engaged members of their 21st century communities?

All of us in this room have addressed these questions with other educators. In Missouri, we realized we needed a **public** agenda for higher education – a plan that involves not just educators but all disciplines, because education prepares the professionals in **every** field who will be called upon to be creative problem-solvers addressing challenges on local, national and international levels.

I am reminded of a quote by Albert Einstein that is especially relevant. Einstein said, “**We can’t solve problems by using the same kind of thinking we used when we created them.**”

In Missouri, we are incorporating new ways of thinking into our public agenda which we call -- *Imperatives for Change*. We are committed to prioritizing a few goals and objectives measured by real data that systematically indicate progress – or lack of it – We are passionate about equipping our state with the workforce that is needed to compete in the global economy. As part of our commitment to producing a globally competitive workforce, I believe that all graduates should be proficient in more than one language so that they can communicate effectively across national and cultural boundaries.

In Panama, there is also widespread recognition that education must keep pace with our race to the future: more academic programs, more quality assurance,

more coordination and collaboration with all sectors of society – more interconnectedness between Academia and Industry.

Consider the example of Yuritza Oliver.

Yuritza is obtaining her master's degree in industrial engineering at the University of Missouri-Columbia after rigorous preparation at your Tecnologica. One of her mentors at the Tecnologica, Dr. Humberto Alvarez, graduated from the University of Missouri-Columbia and encouraged her to apply to the engineering program. Yuritza hopes to put her degree to work improving industrial efficiency in Panama.

Her story is significant because it transcends the borders that separate countries and highlights the importance of mentors.

First: the importance of mentors cannot be exaggerated. Every person in this room has the opportunity to model the kind of dedication and hard work that is so important for the younger generation to learn. Everybody in this room can offer crucial encouragement and advice to a student. We must all dedicate ourselves to providing the kind of guidance we had – or wished we had – to attain an education. This mentor support ideally starts early in life. We now know that learning begins in infancy, and we must nurture it in early childhood throughout the educational continuum to maximize the potential of our future citizens.

Second: The kind of cultural and educational exchange that Plinio, Juan Carlos, Florencio and Yuritza are enjoying in Missouri enriches both our countries. As Mr. Gore pointed out, it bridges the distance between **me** and **we** so that **together** we can create a path to the future. **Estamos Unidos por el futuro.**

Education can be a great equalizer across borders, classes and races. It provides the means to a higher standard of living for all who attain it. According to 2008 numbers, in the U.S. a college graduate can expect to have earned almost \$1

million more than someone with just a high school diploma by the age of 65. I am sure there is a comparable benefit in Panama.

Increasing the number of people who attain a college education has benefits for society, too: higher rates of volunteerism, philanthropic giving, decreased rates of crime and poverty, less need for public assistance, and healthier lives. Our communities and our countries become more vibrant and prosperous when more of our citizens graduate from college.

Consider that there are two billion children growing up right now in developing countries; one in three of them **will never complete the fifth grade**. Progressive, industrialized countries must ensure that minority, low-income and other at-risk populations have the opportunity to enjoy the social and monetary successes bestowed by higher education.

The great educator Jean Piaget wrote that, **“The principle goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done.”**

Piaget’s generation witnessed the great transition from an agricultural to an industrial economy, and inventions that today we take for granted: the airplane, automobile, telephone and, yes, that technological marvel, the mood ring.

I can’t resist mentioning the once popular mood ring because its inventor was a Missourian who received a doctorate in Physics from the University of Missouri in 1957. Jim Fergason researched chemical compounds that change color with slight increases in temperature. The mood ring he invented in 1963, and a cascade of technological innovations that followed, culminated in 1971 with the invention that we all know: the liquid crystal display or LCD.

During his lifetime, Jim Fergason, a Missouri farm boy, obtained 650 patents, had his picture on the cover of *Scientific American*, and won the most prestigious prize bestowed by the Massachusetts Institute of Technology.

Higher education unlocked Jim Fergason's innate talent, and allowed him to fulfill Piaget's principle goal -- innovation. Higher education provided him with the means to accomplish **new things** and **apply new kinds of thinking** – the skills we need to dodge the rocks on the path to the future.

Who knows where tomorrow's great innovators will emerge? Perhaps the impoverished hills of Haiti ... a remote village in Chiriqui ... a high rise in Panama City ... or a farm in Missouri. This is **not** the time to let national borders limit and fence in our best and brightest; it **is** the time to extend the benefits of higher education to all citizens of the globe so that we may ascend the steep incline to the future and transcend the problems that will surely come our way.

- **What fields will emerge to challenge and lead us?**

Higher education leads to two kinds of knowledge: *general knowledge that can be applied to multiple fields*, and *specialized knowledge* that pertains to specific disciplines. Both types are important, and as technology accelerates, so must our means for delivering it.

Within higher education new fields of study keep evolving such as nanotechnology, sustainable energy, action analytics, and entrepreneurship. Institutions in Missouri are at the forefront of these new fields and are poised to work with international partners to break ground on others as they emerge.

Rising sea levels, melting ice caps and dependence on fossil fuels threaten our secure path to the future. Countries that commit to collectively address global climate change will make great strides in advancing sustainable energy. Sustainability – including the environmental, social and economic sectors – is commanding a prominent place in Missouri universities' curricula as faculty integrate the potential of wind, solar and nuclear sources of energy into their courses.

Panama, with its wealth of renewable resources, is uniquely situated to make significant contributions to sustainability throughout the world. Technology allows collaboration at rates and through means undreamt of previously. Students and faculty around the globe are collaborating on research as we speak.

Tonight we will sign a Memorandum of Understanding that formalizes and extends the historic cooperation and collaboration that has characterized relations between the U.S. and Panama. This MOU will add to our countries' legacies of interdependence and progress. It is an historic piece of paper, but it is paper nonetheless. Let those of us here today commit with something that is beyond cellulose and ink – let's commit with our hearts to provide our young people and adult learners with the education they need to create a safe and successful path to the future.

Thank you for listening tonight as I reflected on our past, described the mutual educational challenges our countries face in the present, and suggested the benefits of cross-cultural connections for more enhanced partnerships in the future. I hope I have convinced you that we have much to gain by discovering new ways to link our educational systems and cultural institutions.

Thank you, also, to the diligent interpreters who have enhanced our mutual understanding.

I will close with an African proverb that so eloquently conveys my strong belief in the importance of our interconnectedness. It says:

If you want to go quickly, go alone. If you want to go far, go together.

Si usted quiere ir rápidamente, vaya solamente. Si usted quiere ir lejos, vaya junto.

AGENDA ITEM SUMMARY

AGENDA ITEM

Academic Program Actions
Coordinating Board for Higher Education
December 10, 2009

DESCRIPTION

All program actions that have occurred since the September 10, 2009, Coordinating Board meeting are reported in this consent item.

BACKGROUND

In FY 2009, the following numbers of program actions were approved by the CBHE for public institutions:

- 117 program changes
- 42 new programs
- 19 off-site programs

In FY 2009, the following numbers of program actions were reviewed by the CBHE for independent institutions:

- 73 program changes
- 9 new programs
- 12 off-site programs

CURRENT STATUS

The following tables summarize program actions for public and independent institutions for FY 2010 as of the printing of this board item. This information represents the following additional program actions since the September 10, 2009 meeting of the CBHE:

Public Institutions:

- 208 program changes
- 4 new programs
- 1 off-site programs

Independent Institutions:

- 1 program change
- 9 new programs
- 0 off-site programs

Coordinating Board for Higher Education
December 10, 2009

PUBLIC INSTITUTIONS

	Certificate	Associate	Baccalaureate	Graduate	Total
Deleted	47	38	1	1	87
Inactivated	3	3	2	1	9
Other Program Changes*	65	56	15	12	148
New	0	3	2	0	6
Off-site	1	6	0	0	8
Programs Withdrawn	0	0	1	0	1

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

INDEPENDENT INSTITUTIONS

	Certificate	Associate	Baccalaureate	Graduate	Total
Deleted	1	0	0	1	2
Inactivated	0	0	0	0	0
Other Program Changes*	0	0	6	5	11
New	0	3	12	4	19
Off-site	1	0	4	1	6
Programs Withdrawn	0	0	0	0	0

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

LOCATION CHANGE

State Fair Community College will be relocating the institution’s site in Clinton to 1701 N. Second St., Clinton MO 64735. All State Fair Community College classes in Clinton will be offered at the new site beginning in January, 2010.

STATUTORY REFERENCE

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

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT

Academic Program Actions

Coordinating Board for Higher Education
December 10, 2009

ACADEMIC PROGRAM ACTIONS

Per RSMo. 173.005.11 and 6 CSR 10-10.010, out-of-state public institutions offering programs in the state are now subject to an approval process similar to that of Missouri public institutions of higher education. This includes approval by the CBHE of all courses offered within the State of Missouri.

I. Programs Discontinued

Missouri State University

1. Current Program
C0, Internal Auditing

Approved Change
Delete program

Program as Changed
C0, Internal Auditing (deleted)

2. Current Program
GRCT, Internal Auditing

Approved Change
Delete program

Program as Changed
GRCT, Internal Auditing (deleted)

St. Louis Community College

1. Current Program
AAS, Occupational Therapy Assistant

Approved Change
Delete program

Program as Changed
AAS, Occupational Therapy Assistant (deleted)

2. Current Program
AAS, Paramedic Technology

Approved Change
Delete program

Program as Changed
AAS, Paramedic Technology (deleted)

3. Current Program
AAS, Physical Therapist Assistant

Approved Change
Delete program

Program as Changed

AAS, Physical Therapist Assistant (deleted)

St. Louis Community College – Florissant Valley

1. Current Program

AAS, Administrative Office Systems

Approved Change

Delete program

Program as Changed

AAS, Administrative Office Systems (deleted)

2. Current Program

C1, Information Systems

Approved Change

Delete program

Program as Changed

C1, Information Systems (deleted)

3. Current Program

C1, Administrative Office Systems

Approved Change

Delete program

Program as Changed

C1, Administrative Office Systems (deleted)

4. Current Program

C0, Administrative Office Systems

Approved Change

Delete program

Program as Changed

C0, Administrative Office Systems (deleted)

5. Current Program

AAS, Computer Engineering Technology

Approved Change

Delete program

Program as Changed

AAS, Computer Engineering Technology (deleted)

6. Current Program

AAS, Telecommunications Engineering Technology

Approved Change

Delete program

Program as Changed

AAS, Telecommunications Engineering Technology (deleted)

7. Current Program

AS, Industrial Technology Education

Approved Change

Delete program

Program as Changed

AS, Industrial Technology Education (deleted)

8. Current Program

C1, Accounting Assistant

Approved Change

Delete program

Program as Changed

C1, Accounting Assistant (deleted)

9. Current Program

AAS, Banking and Finance

Approved Change

Delete program

Program as Changed

AAS, Banking and Finance (deleted)

10. Current Program

C1, Credit Management

Approved Change

Delete program

Program as Changed

C1, Credit Management (deleted)

11. Current Program

C1, Digital Media Imaging: Graphic Design (Cert. of Proficiency)

Approved Change

Delete program

Program as Changed

C1, Digital Media Imaging: Graphic Design (Cert. of Proficiency) (deleted)

12. Current Program

C0, Electronic Studio/ Graphic Design Application

Approved Change

Delete program

Program as Changed

C0, Electronic Studio/ Graphic Design Application (deleted)

13. Current Program

AAS, Industrial Electronics Technology

Approved Change

Delete program

Program as Changed

AAS, Industrial Electronics Technology (deleted)

14. Current Program

C0, Labor-Management Relations

Approved Change

Delete program

Program as Changed

C0, Labor-Management Relations (deleted)

15. Current Program

AAS, Management & Supervisory Development

Approved Change

Delete program

Program as Changed

AAS, Management & Supervisory Development (deleted)

16. Current Program

C1, Management & Supervisory Development

Approved Change

Delete program

Program as Changed

C1, Management & Supervisory Development (deleted)

17. Current Program

C0, Management & Supervisory Development

Approved Change

Delete program

Program as Changed

C0, Management & Supervisory Development (deleted)

18. Current Program
C1, Microcomputer Programming

Approved Change
Delete program

Program as Changed
C1, Microcomputer Programming (deleted)
19. Current Program
C0, Office Assistant

Approved Change
Delete program

Program as Changed
C0, Office Assistant (deleted)
20. Current Program
C0, Office Systems Management

Approved Change
Delete program

Program as Changed
C0, Office Systems Management (deleted)
21. Current Program
AS, Pre-Chiropractic Studies

Approved Change
Delete program

Program as Changed
AS, Pre-Chiropractic Studies (deleted)
22. Current Program
C1, Telecommunications Engineering Technology

Approved Change
Delete program

Program as Changed
C1, Telecommunications Engineering Technology (deleted)
23. Current Program
AAS, Occupational Education (collab. CMSU, SEMS)

Approved Change
Delete program

Program as Changed
AAS, Occupational Education (collab. CMSU, SEMS) (deleted)

- 24. Current Program
AAS, Fashion Merchandising

Approved Change
Delete program

Program as Changed
AAS, Fashion Merchandising (deleted)

- 25. Current Program
C0, Entrepreneurship

Approved Change
Delete program

Program as Changed
C0, Entrepreneurship (deleted)

- 26. Current Program
AAS, Human Services-Corrections

Approved Change
Delete program

Program as Changed
AAS, Human Services – Corrections (deleted)

- 27. Current Program
C1, Human Services – Corrections

Approved Change
Delete program

Program as Changed
C1, Human Services – Corrections (deleted)

St. Louis Community College – Forest Park

- 1. Current Program
C0, Computer Aided Design & Draft

Approved Change
Delete program

Program as Changed
C0, Computer Aided Design & Draft (deleted)

- 2. Current Program
AAS, Administrative Office Systems

Approved Change
Delete program

Program as Changed
AAS, Administrative Office Systems (deleted)

3. Current Program
C1, Information Systems

Approved Change
Delete program

Program as Changed
C1, Information Systems (deleted)

4. Current Program
C1, Administrative Office Systems

Approved Change
Delete program

Program as Changed
C1, Administrative Office Systems (deleted)

5. Current Program
C0, Administrative Office Systems

Approved Change
Delete program

Program as Changed
C0, Administrative Office Systems (deleted)

6. Current Program
AAS, Electrical Engineering Technology

Approved Change
Delete program

Program as Changed
AAS, Electrical Engineering Technology (deleted)

7. Current Program
AAS, Electronic Engineering Technology

Approved Change
Delete program

Program as Changed
AAS, Electronic Engineering Technology (deleted)

8. Current Program
AAS, Biomedical Engineering Technology

Approved Change
Delete program

Program as Changed

AAS, Biomedical Engineering Technology (deleted)

9. Current Program

AAS, Hospitality Studies: Baking and Pastry Arts

Approved Change

Delete program

Program as Changed

AAS, Hospitality Studies: Baking and Pastry Arts (deleted)

10. Current Program

C1, Building Inspection & Code Enforcement (BICE) - Housing

Approved Change

Delete program

Program as Changed

C1, Building Inspection & Code Enforcement (BICE) - Housing (deleted)

11. Current Program

AAS, Industrial Electronics Technology

Approved Change

Delete program

Program as Changed

AAS, Industrial Electronics Technology (deleted)

12. Current Program

C1, Microcomputer Programming

Approved Change

Delete program

Program as Changed

C1, Microcomputer Programming (deleted)

13. Current Program

C0, Office Assistant

Approved Change

Delete program

Program as Changed

C0, Office Assistant (deleted)

14. Current Program

C0, Office Systems Management

Approved Change

Delete program

Program as Changed

C0, Office Systems Management (deleted)

15. Current Program

AS, Pre-Chiropractic Studies

Approved Change

Delete program

Program as Changed

AS, Pre-Chiropractic Studies (deleted)

16. Current Program

C1, Accounting Assistant

Approved Change

Delete program

Program as Changed

C1, Accounting Assistant (deleted)

17. Current Program

AAS, Banking and Finance

Approved Change

Delete program

Program as Changed

AAS, Banking and Finance (deleted)

18. Current Program

C1, Digital Media Imaging: Graphic Design (Cert. of Proficiency)

Approved Change

Delete program

Program as Changed

C1, Digital Media Imaging: Graphic Design (Cert. of Proficiency) (deleted)

19. Current Program

C0, Labor/Management Relations

Approved Change

Delete program

Program as Changed

C0, Labor/Management Relations (deleted)

20. Current Program

C0, Broadcast Engineering

Analog Maintenance
Digital Maintenance
Production

Approved Change
Delete program

Program as Changed
C0, Broadcast Engineering (deleted)
 Analog Maintenance (deleted)
 Digital Maintenance (deleted)
 Production (deleted)

21. Current Program
AAS, Commercial Photography
 Commercial/Industrial
 Commercial/Portrait
 Photographic Communications

Approved Change
Delete program

Program as Changed
AAS, Commercial Photography (deleted)
 Commercial/Industrial (deleted)
 Commercial/Portrait (deleted)
 Photographic Communications (deleted)

22. Current Program
C0, Corporate Security

Approved Change
Delete program

Program as Changed
C0, Corporate Security (deleted)

23. Current Program
AAS, International Business

Approved Change
Delete program

Program as Changed
AAS, International Business (deleted)

24. Current Program
C1, International Business

Approved Change
Delete program

Program as Changed
C1, International Business (deleted)

25. Current Program
C0, International Business

Approved Change
Delete program

Program as Changed
C0, International Business (deleted)

26. Current Program
C0, Microprocessors

Approved Change
Delete program

Program as Changed
C0, Microprocessors (deleted)

27. Current Program
C0, Photo Lab Technician

Approved Change
Delete program

Program as Changed
C0, Photo Lab Technician (deleted)

28. Current Program
AAS, Skilled Trades Industrial Apprenticeship
Carpentry & Building Construction Technology

Approved Change
Delete program

Program as Changed
AAS, Skilled Trades Industrial Apprenticeship (deleted)
Carpentry & Building Construction Technology (deleted)

29. Current Program
C1, Tourism

Approved Change
Delete program

Program as Changed
C1, Tourism (deleted)

30. Current Program
AAS, Mechanical Engineering Technology

Approved Change

Delete program

Program as Changed

AAS, Mechanical Engineering Technology (deleted)

31. Current Program

C0, Entrepreneurship

Approved Change

Delete program

Program as Changed

C0, Entrepreneurship (deleted)

St. Louis Community College - Meramec

1. Current Program

AAS, Interior Design – Store Planning & Design

Approved Change

Delete program

Program as Changed

AAS, Interior Design – Store Planning & Design (deleted)

2. Current Program

AAS, Administrative Office Systems

Approved Change

Delete program

Program as Changed

AAS, Administrative Office Systems (deleted)

3. Current Program

C1, Information Systems

Approved Change

Delete program

Program as Changed

C1, Information Systems (deleted)

4. Current Program

C1, Administrative Office Systems

Approved Change

Delete program

Program as Changed

C1, Administrative Office Systems (deleted)

5. Current Program
C0, Administrative Office Systems

Approved Change
Delete program

Program as Changed
C0, Administrative Office Systems (deleted)

6. Current Program
AAT, Teaching (*delivered at Meramec South County Education & University Center*)

Approved Change
Delete program at South County Education & University Center

Program as Changed
AAT, Teaching (*delivered at Meramec South County Education & University Center*)
(deleted)

7. Current Program
AAS, Industrial Electronic Technology

Approved Change
Delete program

Program as Changed
AAS, Industrial Electronic Technology (deleted)

8. Current Program
C1, Microcomputer Programming

Approved Change
Delete program

Program as Changed
C1, Microcomputer Programming (deleted)

9. Current Program
C0, Office Assistant

Approved Change
Delete program

Program as Changed
C0, Office Assistant (deleted)

10. Current Program
C0, Office Systems Management

Approved Change
Delete program

Program as Changed
C0, Office Systems Management (deleted)

11. Current Program
AS, Pre-Chiropractic Studies

Approved Change
Delete program

Program as Changed
AS, Pre-Chiropractic Studies (deleted)

12. Current Program
AAS, Skilled Trades Industrial Apprenticeship
Carpentry & Building Construction Technology

Approved Change
Delete program

Program as Changed
AAS, Skilled Trades Industrial Apprenticeship (deleted)
Carpentry & Building Construction Technology (deleted)

13. Current Program
C1, Accounting Assistant

Approved Change
Delete program

Program as Changed
C1, Accounting Assistant (deleted)

14. Current Program
C0, Electronic Studio/ Graphic Design Application

Approved Change
Delete program

Program as Changed
C0, Electronic Studio/ Graphic Design Application (deleted)

15. Current Program
C0, Aviation Technology
Air Traffic Control
Aviation Management
Ground School

Approved Change
Delete program

Program as Changed
C0, Aviation Technology (deleted)

Air Traffic Control (deleted)
Aviation Management (deleted)
Ground School (deleted)

16. Current Program

C0, Desktop Publishing

Approved Change

Delete program

Program as Changed

C0, Desktop Publishing (deleted)

17. Current Program

C1, Food Distribution Technology

Approved Change

Delete program

Program as Changed

C1, Food Distribution Technology (deleted)

18. Current Program

AAS, Legal Office Systems

Approved Change

Delete program

Program as Changed

AAS, Legal Office Systems (deleted)

19. Current Program

AAS, Occupational Education (collab. CMSU, SEMS)

Approved Change

Delete program

Program as Changed

AAS, Occupational Education (collab. CMSU, SEMS) (deleted)

St. Louis Community College – Wildwood

Current Program

C1, General Education

Approved Change

Delete program

Program as Changed

C1, General Education (deleted)

St. Louis Community College at Rolla Technical Institute

1. Current Program

AAS, Dental Hygiene

Approved Change

Delete program

Program as Changed

AAS, Dental Hygiene (deleted)

2. Current Program

AAS, Occupational Therapy Assistant

Approved Change

Delete program

Program as Changed

AAS, Occupational Therapy Assistant (deleted)

3. Current Program

AAS, Physical Therapist Assistant

Approved Change

Delete program

Program as Changed

AAS, Physical Therapist Assistant (deleted)

4. Current Program

AAS, Paramedic Technology

Approved Change

Delete program

Program as Changed

AAS, Paramedic Technology (deleted)

II. Programs and Options Placed on Inactive Status

Metropolitan Community College – Longview

Current Program

C1, Workers In Developmental Disabilities

Approved Change

Inactivate certificate

Program as Changed

C1, Workers In Developmental Disabilities (inactive)

Missouri University of Science and Technology

1. Current Program

BS, Interdisciplinary Engineering

Approved Change

Inactivate program

Program as Changed

BS, Interdisciplinary Engineering (inactive)

2. Current Program

BS, Chemistry (Non-ACS Certified)

Approved Change

Inactivate program

Program as Changed

BS, Chemistry (Non-ACS Certified) (inactive)

3. Current Program

MS, Biomaterials

Approved Change

Inactivate program

Program as Changed

MS, Biomaterials (inactive)

St. Louis Community College – Forest Park

Current Program

AAS, Child Development Associate

Approved Change

Inactivate program

Program as Changed

AAS, Child Development Associate (inactive)

III. Approved Changes in Academic Programs

East Central College

1. Current Program

AAS, Industrial Engineering Technology

Approved Change

Add one-year certificate (C1) in Water/Wastewater Operations (*for delivery at the main campus, Rolla (RTC) site, and Washington (FRCC) site*)

Programs as Changed

AAS, Industrial Engineering Technology

C1, Water/Wastewater Operations (*for delivery at the main campus, Rolla (RTC) site, and Washington (FRCC) site*)

2. Current Program

AAS, Computers and Networks

Approved Change

Change title to Computer Information Systems

Program as Changed

AAS, Computer Information Systems

3. Current Program

AAS, Heating, AC, & Refrigeration Technology

Approved Changes

Change title to Heating, Ventilation, Air Conditioning, & Refrigeration
Add single-semester certificate (C0), Energy Management and Auditing
*(for delivery at the main campus, Rolla (RTC) site, and
Washington (FRCC) site)*

Programs as Changed

AAS, Heating, Ventilation, Air Conditioning, & Refrigeration
C0, Energy Management and Auditing *(for delivery at the main campus,
Rolla (RTC) site and Washington (FRCC) site)*

4. Current Program

C1, Heating, AC, & Refrigeration Technology

Approved Change

Change title to Heating, Ventilation, Air Conditioning, & Refrigeration

Program as Changed

C1, Heating, Ventilation, Air Conditioning, & Refrigeration

5. Current Program

C1, Precision Machining Technology

Approved Change

Add CNC option

Program as Changed

C1, Precision Machining Technology
CNC

6. Current Program

AAS, Precision Machining *(delivered at Rolla Technical Institute)*

Approved Change

Change title to Precision Machining Technology

Program as Changed

AAS, Precision Machining Technology *(delivered at Rolla Technical Institute)*

7. Current Program

C1, Precision Machining *(delivered at Rolla Technical Institute)*

Approved Change

Change title to Precision Machining Technology

Program as Changed

C1, Precision Machining Technology *(delivered at Rolla Technical Institute)*

8. Current Program
C2, Precision Machining (*delivered at Rolla Technical Institute*)

Approved Change
Change title to Precision Machining Technology

Program as Changed
C2, Precision Machining Technology (*delivered at Rolla Technical Institute*)

Jefferson College

Current Program
AAS, Computer Information Systems
Computer Support
Graphics/Web Developer

Approved Change
Add one-year certificate (C1), Graphics/Web Developer

Programs as Changed
AAS, Computer Information Systems
Computer Support
Graphics/Web Developer
C1, Graphics/Web Developer

Metropolitan Community College – Blue River

Current Program
N/A

Approved Change
Add free-standing, single-semester certificate program (C0), CDL Class A

Program as Changed
C0, CDL Class A

Metropolitan Community College – Business and Technology

1. Current Program
AAS, Manufacturing Technology

Approved Changes
Add options in CNC and Manual
Add single-semester certificate (C0) in Welding & Fabrication Job Ready

Programs as Changed
AAS, Manufacturing Technology
CNC
Manual
C0, Welding & Fabrication Job Ready

2. Current Program
AAS, Industrial Technology

Approved Changes

Add one-year certificate (C1), Energy Efficiency
Add one-year certificate (C1), Photovoltaics
Add one-year certificate (C1), Programmable Logic Controller Certificate
Add one-year certificate (C1), Solar Thermal

Programs as Changed

AAS, Industrial Technology
C1, Energy Efficiency
C1, Photovoltaics
C1, Programmable Logic Controller Certificate
C1, Solar Thermal

Metropolitan Community College – Longview

1. Current Program

AAS, Automotive Technology
Collision Repair Technology
Heavy Equipment Technology
Mechanical Technology
Merchandising

Approved Change

Add single-semester certificate (C0) Automotive Undercar Job Ready

Programs as Changed

AAS, Automotive Technology
Collision Repair Technology
Heavy Equipment Technology
Mechanical Technology
Merchandising
C0, Automotive Undercar Job Ready

2. Current Program

AAS, Human Services
Correctional Services
Drug Addiction Services
Generalist
Mental Health Services
Youth Care Services

Approved Change

Inactivate Correctional Services option

Program as Changed

AAS, Human Services
Correctional Services (inactive)
Drug Addiction Services
Generalist
Mental Health Services
Youth Care Services

Mineral Area College

Current Program

AAS, Criminal Justice
Forensic Investigation

Approved Change

Add option in Court Administration

Program as Changed

AAS, Criminal Justice
Court Administration
Forensic Investigation

Missouri State University

1. Current Program

BA, Theatre and Performance Studies

Approved Change

Change program title to Theatre Studies

Program as Changed

BA, Theatre Studies

2. Current Program

MIAA, International Affairs and Administration

Approved Changes

Change program title to Global Studies
Change degree nomenclature to MGS

Program as Changed

MGS, Global Studies

3. Current Program

BFA, Art

Approved Changes

Add options in Ceramics, Computer Animation, Digital Arts, Drawing, Metals/Jewelry,
Painting, Photography, Printmaking, and Sculpture

Program as Changed

BFA, Art
Ceramics
Computer Animation
Digital Arts
Drawing
Metals/Jewelry
Painting
Photography
Printmaking
Sculpture

4. Current Program
BA, Communication

Approved Changes

Add options in Communication Studies, Ethical Leadership, Health Communication, Intercultural Communication and Diversity, Interpersonal Communication, Organizational Communication, and Rhetoric

Program as Changed

BA, Communication
Communication Studies
Ethical Leadership
Health Communication
Intercultural Communication and Diversity
Interpersonal Communication
Organizational Communication
Rhetoric

5. Current Program
BS, Communication

Approved Changes

Add options in Communication Studies, Ethical Leadership, Health Communication, Intercultural Communication and Diversity, Interpersonal Communication, Organizational Communication, and Rhetoric

Program as Changed

BS, Communication
Communication Studies
Ethical Leadership
Health Communication
Intercultural Communication and Diversity
Interpersonal Communication
Organizational Communication
Rhetoric

6. Current Program
N/A

Approved Change

Add a single semester certificate (C0) in Conflict and Dispute Resolution

Program as Changed

C0, Conflict and Dispute Resolution

7. Current Program
BFA, Design
Graphic Design
Graphic Design/Illustration Technology
Illustration

Approved Change

Change title of option in Graphic Design/Illustration Technology to Graphic Design and Illustration

Program as Changed

BFA, Design
Graphic Design
Graphic Design and Illustration
Illustration

8. Current Program
BS, Sports Medicine and Athletic Training

Approved Change

Change program title to Athletic Training

Program as Changed

BS, Athletic Training

9. Current Program
BSED, Vocational Family and Consumer Sciences

Approved Change

Change program title to Family and Consumer Sciences

Program as Changed

BSED, Family and Consumer Sciences

10. Current Program
BME, Music
Instrumental Certification
Vocal Certification

Approved Changes

Change title of option in Instrumental Certification to Instrumental Endorsement
Change title of option in Vocal Certification to Vocal/Choral Endorsement

Program as Changed

BME, Music
Instrumental Endorsement
Vocal/Choral Endorsement

11. Current Program
BS, Recreation & Leisure Studies
Community Recreation
Health & Wellness Promotions
Outdoor Recreation and Natural Resource Management
Private/Commercial Recreation
Therapeutic Recreation

Approved Change

Change title of option in Outdoor Recreation and Natural Resource Management to Outdoor Recreation

Program as Changed

BS, Recreation & Leisure Studies
Community Recreation
Health & Wellness Promotions
Outdoor Recreation
Private/Commercial Recreation
Therapeutic Recreation

12. Current Program

BS, Insurance and Risk Management

Approved Change

Change program title to Risk Management and Insurance

Program as Changed

BS, Risk Management and Insurance

13. Current Program

MS, Communication Sciences and Disorders
Audiology
Education of the Deaf and Hard of Hearing
Speech-Language Pathology

Approved Change

Delete option in Audiology

Program as Changed

MS, Communication Sciences and Disorders
Audiology (deleted)
Education of the Deaf and Hard of Hearing
Speech-Language Pathology

14. Current Program

BSED, Speech and Theatre

Approved Change

Change program title to Speech and Theatre Education

Program as Changed

BSED, Speech and Theatre Education

15. Current Program

BS, Finance
Finance
Real Estate

Approved Change

Add option in Financial Planning

Program as Changed

BS, Finance
Finance

Financial Planning
Real Estate

16. Current Program

BFA, Theatre
Acting
Design/Technology

Approved Change

Change title of option in Design/Technology to Design/Technology/Stage Management

Program as Changed

BFA, Theatre
Acting
Design/Technology/Stage Management

Missouri University of Science and Technology

1. Current Program

N/A

Approved Change

Add free-standing single semester, graduate certificate (GRCT) program in Computational Intelligence

Program as Changed

GRCT, Computational Intelligence

2. Current Program

BS, Petroleum Engineering
Energy Industry Management
Information Technology
Reservoir Characterization

Approved Changes

Delete options

Program as Changed

BS, Petroleum Engineering
Energy Industry Management (deleted)
Information Technology (deleted)
Reservoir Characterization (deleted)

Moberly Area Community College

Current Program

AAS, Accounting

Approved Change

Change program title to Business Accounting Technology

Program as Changed

AAS, Business Accounting Technology

State Fair Community College

- 1. Current Program
AAS, Early Childhood Education

Approved Change
Change title to Early Childhood Development

Program as Changed
AAS, Early Childhood Development

St. Louis Community College – Florissant Valley

- 1. Current Program
C0, Computer Aided Design & Draft

Approved Change
Change the title to Computer Aided Design

Program as Changed
C0, Computer Aided Design

- 2. Current Program
AAT, Teaching

Approved Change
Change title to Associate of Arts in Teaching

Program as Changed
AAT, Associate of Arts in Teaching

- 3. Current Program
AAS, Electrical Engineering Technology

Approved Changes
Change title to Electrical/Electronic Engineering Technology
Add options in Biomedical Engineering Technology, Computer Engineering Technology,
Electrical Engineering Technology, Electronic Engineering Technology, and
Telecommunications Engineering Technology
Add one-year certificate (C1) in Skilled Trades Industrial Apprenticeship: Electrician
Add one-year certificate (C1) in Skilled Trades Industrial Apprenticeship: Welder Repair

Programs as Changed
AAS, Electrical/Electronic Engineering Technology
 Biomedical Engineering Technology
 Computer Engineering Technology
 Electrical Engineering Technology
 Electronic Engineering Technology
 Telecommunications Engineering Technology
C1, Skilled Trades Industrial Apprenticeship: Electrician
C1, Skilled Trades Industrial Apprenticeship: Welder Repair

- 4. Current Program
AAS, Construction Technology

Approved Change
Change title to Construction Management Technology

Program as Changed
AAS, Construction Management Technology

5. Current Program
AAS, Legal Assistant

Approved Change
Change title to Legal Studies for the Paralegal

Program as Changed
AAS, Legal Studies for the Paralegal

6. Current Program
C1, Legal Assistant

Approved Change
Change title to Legal Studies for the Paralegal

Program as Changed
C1, Legal Studies for the Paralegal

7. Current Program
AAS, Quality Control Technology

Approved Change
Change title to Quality Technology

Program as Changed
AAS, Quality Technology

8. Current Program
C1, Quality Control Technology

Approved Change
Change title to Quality Technology

Program as Changed
C1, Quality Technology

9. Current Program
C0, Quality Control Technology

Approved Change
Change title to Quality Technology

Program as Changed
C0, Quality Technology

10. Current Program
C1, Chemical Independence

Approved Change

Change title to Addictions Study

Program as Changed

C1, Addictions Study

11. Current Program

AAS, Manufacturing Technology

Computer

Design

Production

Approved Changes

Delete options

Add one-year certificate (C1) developed from existing program in Skilled Trades

Industrial Apprenticeship: Millwright

Add one-year certificate (C1) developed from existing program in Skilled Trades

Industrial Apprenticeship: Tool and Die

Programs as Changed

AAS, Manufacturing Technology

Computer (deleted)

Design (deleted)

Production (deleted)

C1, Skilled Trades Industrial Apprenticeship: Millwright

C1, Skilled Trades Industrial Apprenticeship: Tool and Die

12. Current Program

AAS, Child Care

Developmental Disabilities

Approved Change

Change title to Early Care & Education

Program as Changed

AAS, Early Care & Education

Developmental Disabilities

13. Current Program

C1, Child Care Assist

Approved Change

Change title to Early Care & Education

Program as Changed

C1, Early Care & Education

14. Current Program

AAS, Human Services

Approved Changes

Add option in Corrections

Add one-year certificate program (C1) in Human Services with an option in Corrections

Programs as Changed

AAS, Human Services
Corrections
C1, Human Services
Corrections

15. Current Program

AFA, Fine Arts (articulated with UMSL)

Approved Changes

Add options in Art Education, General Fine Arts, Graphic Communications, and Photography

Program as Changed

AFA, Associate of Fine Arts (articulated with UMSL)
Art Education,
General Fine Arts
Graphic Communications
Photography

St. Louis Community College – Forest Park

1. Current Program

C1, Diagnostic Medical Sonography

Approved Changes

Add options in Cardiac Sonography, Medical Sonography, and Vascular Technology

Program as Changed

C1, Diagnostic Medical Sonography
Cardiac Sonography
Medical Sonography
Vascular Technology

2. Current Programs

AAS, Graphic Communications
AAS, Mass Communications
Broadcast
Print
AAS, Information Systems
Computer Network Specialist
Microcomputer Applications
Programmer/Analyst

Approved Change

Add one-year certificate (C1), Multimedia

Programs as Changed

AAS, Graphic Communications
AAS, Mass Communications
Broadcast
Print
AAS, Information Systems

Computer Network Specialist
Microcomputer Applications
Programmer/Analyst
C1, Multimedia

3. Current Program
AAS, Information Systems
Computer Network Specialist
Microcomputer Applications
Programmer/Analyst

Approved Changes

Change title of Microcomputer Applications option to Microcomputer Support Specialist
Change title of Programmer/Analyst option to Software Developer
Add option in Office Information Coordinator

Program as Changed

AAS, Information Systems
Computer Network Specialist
Microcomputer Support Specialist
Office Information Coordinator
Software Developer

4. Current Program
AAT, Teaching

Approved Change

Change title to Associate of Arts in Teaching

Program as Changed

AAT, Associate of Arts in Teaching

5. Current Program
AAS, Hospitality Studies
Culinary Arts
Hotel/Restaurant Management

Approved Changes

Add option in Baking and Pastry Arts
Add one-year certificate (C1), Hospitality Studies: Baking and Pastry Arts
Add one-year certificate (C1), Hospitality Studies: Hotel Management
Add one-year certificate (C1), Hospitality Studies: Restaurant Management

Programs as Changed

AAS, Hospitality Studies
Baking and Pastry Arts
Culinary Arts
Hotel/Restaurant Management
C1, Hospitality Studies: Baking and Pastry Arts
C1, Hospitality Studies: Hotel Management
C1, Hospitality Studies: Restaurant Management

6. Current Program
C1, Building Inspection & Code Enforcement

Approved Change
Add option in Housing

Program as Changed
C1, Building Inspection & Code Enforcement
Housing
7. Current Program
AAS, Automotive Technology

Approved Change
Add option in Ford Asset

Program as Changed
AAS, Automotive Technology
Ford Asset
8. Current Program
C1, Medical Transcription
Office Support
Transcription

Approved Changes
Delete options

Program as Changed
C1, Medical Transcription
Office Support (deleted)
Transcription (deleted)
9. Current Program
AAS, Tourism
Tourism Business Management
Travel Agency Management

Approved Changes
Change title to Travel and Tourism
Delete options

Program as Changed
AAS, Travel and Tourism
Tourism Business Management (deleted)
Travel Agency Management (deleted)
10. Current Program
C1, Ultrasound Technology

Approved Change
Change title to Diagnostic Medical Sonography

Program as Changed
C1, Diagnostic Medical Sonography

11. Current Program
C0, Management & Supervision Development

Approved Change
Change title to Management & Supervisory Development

Program as Changed
C0, Management & Supervisory Development

12. Current Program
C0, Funeral Director

Approved Change
Change title to Funeral Directing

Program as Changed
C0, Funeral Directing

13. Current Program
C0, Afro-American Studies

Approved Change
Change title to African-American Studies

Program as Changed
C0, African-American Studies

14. Current Program
AAS, Child Care

Approved Change
Change title to Early Care & Education

Program as Changed
AAS, Early Care & Education

15. Current Program
C0, Child Care

Approved Change
Change title to Early Care & Education

Program as Changed
C0, Early Care & Education

16. Current Program
AFA, Fine Arts (articulated with UMSL)

Approved Changes
Add options in Art Education, General Fine Arts, Graphic Communications, and Photography

Program as Changed

AFA, Associate of Fine Arts (articulated with UMSL)
Art Education,
General Fine Arts
Graphic Communications
Photography

St. Louis Community College - Meramec

1. Current Program

AAS, Interior Design

Approved Change

Add one-year certificate (C1) Kitchen and Bath Design

Programs as Changed

AAS, Interior Design
C1, Kitchen and Bath Design

2. Current Program

AAS, Information Systems
Computer Network Specialist
Microcomputer Applications
Programmer/Analyst

Approved Changes

Change title of Microcomputer Applications option to Microcomputer Support Specialist
Change title of Programmer/Analyst option to Software Developer
Add option in Office Information Coordinator

Program as Changed

AAS, Information Systems
Computer Network Specialist
Microcomputer Support Specialist
Software Developer
Office Information Coordinator

3. Current Program

AAT, Teaching

Approved Change

Change title to Associate of Arts in Teaching

Program as Changed

AAT, Associate of Arts in Teaching

4. Current Program

AAS, Real Estate

Approved Change

Add one-year certificate (C1) Real Estate Appraisal

Programs as Changed

AAS, Real Estate

C1, Real Estate Appraisal

5. Current Program

AAS, Court & Conference Reporting

Approved Changes

Change title to Information Reporting Technology

Add options in Captioning, CART, and Judicial

Program as Changed

AAS, Information Reporting Technology

Captioning

CART

Judicial

6. Current Program

C1, Court & Conference Reporting

Approved Change

Change title to Information Reporting Technology

Program as Changed

C1, Information Reporting Technology

7. Current Program

AAS, Logistics Management

Approved Change

Change title to Supply Chain Management

Program as Changed

AAS, Supply Chain Management

8. Current Program

C1, Logistics Management

Approved Change

Change title to Supply Chain Management

Program as Changed

C1, Supply Chain Management

9. Current Program

C1, Chemical Independence

Approved Change

Change title to Addictions Study

Program as Changed

C1, Addictions Study

10. Current Program
C0, Gardener Training

Approved Change
Change title to Landscapes & Gardening

Program as Changed
C0, Landscapes & Gardening

11. Current Program
AAS, Legal Assistant

Approved Change
Change title to Legal Studies for the Paralegal

Program as Changed
AAS, Legal Studies for the Paralegal

12. Current Program
C1, Legal Assistant

Approved Change
Change title to Legal Studies for the Paralegal

Program as Changed
C1, Legal Studies for the Paralegal

13. Current Program
N/A

Approved Change
Add single-semester certificate (C0) in Digital Media: 3D Design & Animation

Program as Changed
C0, Digital Media: 3D Design & Animation

14. Current Program
N/A

Approved Change
Add single-semester certificate (C0) in Digital Media: Fine Art

Program as Changed
C0, Digital Media: Fine Art

15. Current Program
N/A

Approved Change
Add single-semester certificate (C0) in Digital Media: Graphic Communication

Program as Changed
C0, Digital Media: Graphic Communication

16. Current Program

N/A

Approved Change

Add single-semester certificate (C0) in Digital Media: Photography

Program as Changed

C0, Digital Media: Photography

17. Current Program

N/A

Approved Change

Add single-semester certificate (C0) in Digital Media: World Wide Web

Program as Changed

C0, Digital Media: World Wide Web

18. Current Program

AAS, Child Care

Approved Changes

Change title to Early Care & Education

Add option in Developmental Disabilities

Program as Changed

AAS, Early Care & Education

Developmental Disabilities

19. Current Program

C1, Child Care Assist

Approved Change

Change title to Early Care & Education

Program as Changed

C1, Early Care & Education

20. Current Program

AFA, Fine Arts (articulated with UMSL)

Approved Changes

Add options in Art Education, General Fine Arts, Graphic Communications, and Photography

Program as Changed

AFA, Associate of Fine Arts (articulated with UMSL)

Art Education,

General Fine Arts

Graphic Communications

Photography

St. Louis Community College – Wildwood

1. Current Program

AAT, Teaching

Approved Change

Change title to Associate of Arts in Teaching

Program as Changed

AAT, Associate of Arts in Teaching

St. Louis Community College – Florissant Valley & Forest Park

1. Current Program

C0, Computer Aided Manufacturing

Approved Change

Move program from Forest Park to Florissant Valley

Program as Changed

C0, Computer Aided Manufacturing

2. Current Program

AAS, Plumbing Design Engineering Technology

Approved Changes

Move program from Forest Park to Florissant Valley

Add one-year certificate (C1) in Skilled Trades Industrial Apprenticeship: Plumbing & Pipefitting

Programs as Changed

AAS, Plumbing Design Engineering Technology

C1, Skilled Trades Industrial Apprenticeship: Plumbing & Pipefitting

3. Current Program

C0, Lead Maintenance Mechanic

Approved Change

Move program from Forest Park to Florissant Valley

Program as Changed

C0, Lead Maintenance Mechanic

4. Current Program

C0, Maintenance Mechanic

Approved Change

Move program from Forest Park to Florissant Valley

Program as Changed

C0, Maintenance Mechanic

Truman State University

Current Program

MA, Counseling (inactive)

Approved Change
Reactivate program

Program as Changed
MA, Counseling

University of Missouri – Kansas City

Current Program
MS, Bioinformatics
Clinical Research
Computational Bioinformatics
Genomic Bioinformatics

Approved Change
Add Graduate Certificate (GRCT), Clinical Research

Programs as Changed
MS, Bioinformatics
Clinical Research
Computational Bioinformatics
Genomic Bioinformatics
GRCT, Clinical Research

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

Rockhurst University

Current Program
MAED, Master of Education
Initial Teacher Certification In Elementary Education
Initial Teacher Certification In Secondary Education

Received Change
Add option Initial Teacher Certification In Middle School Education

Program as Changed
MAED, Master of Education
Initial Teacher Certification In Elementary Education
Initial Teacher Certification In Middle School Education
Initial Teacher Certification In Secondary Education

V. Program Changes Requested and Not Approved

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

VI. New Programs Approved

Lincoln University
AAS, Surgical Technology

Three Rivers Community College

AAS, Paraprofessional Educator (*for delivery at the main campus in Poplar Bluff and at the centers in Campbell, Kennett, Malden, and Sikeston, MO*)

Truman State University

BFA, Creative Writing

University of Central Missouri

BA, International Studies

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

Goldfarb School of Nursing at Barnes-Jewish College

Doctor of Nursing Practice (DNP)/Doctor of Philosophy in Nursing (Ph.D.)

Nurse Administrator

Nurse Anesthetist

Nurse Educator

Nurse Practitioner

(Designed for delivery at the main campus in St. Louis via a combination of online learning and intensive campus-based studies)

Lindenwood University

1. BA, Advertising and Media
2. BA, Corporate Communication
3. BA, Digital Cinema Arts
4. BA, Economics
5. BA, Interactive Media and Web Design
6. BA, Mass Communications
 - Media Management and Sales
 - Public Relations
 - Radio
 - Radio and Television
 - Sports Information
 - Television
7. BFA, Digital Cinema Arts

Missouri Baptist University

Ed.D., Leadership in Teaching and Learning (*Delivered at the main campus in St. Louis, MO and off-site at the extension centers in Franklin, Jefferson, Leadington/Mineral Area, and Troy/Wentzville*)

VIII. Programs Withdrawn

University of Central Missouri

BS, Technology 2+2

IX. New Programs Not Approved (Independent Colleges and Universities)

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

X. New Courses Approved (Out-of-State Institutions)

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

AGENDA ITEM SUMMARY

AGENDA ITEM

State Longitudinal Data System Update
Coordinating Board for Higher Education
December 10, 2009

DESCRIPTION

The MDHE is working closely with the Department of Elementary and Secondary Education (DESE) to submit a grant application for funding through the Institute of Education Sciences (IES) for the Statewide Longitudinal Data Systems Grant Program (SLDS). This board item provides an update on the grant application.

Background

The purpose of the SLDS grant is to enable state educational agencies to design, develop, and implement statewide longitudinal data systems to efficiently and accurately manage, analyze, disaggregate, and use individual student record data. The long-term goal of the program is to enable all states to create comprehensive P-20 data systems that permit the generation and use of accurate and timely data to support analyses and informed decision-making at all levels of the education system. These systems will increase the efficiency with which data may be analyzed to support the continuous improvement of education services and outcomes, facilitate research to improve student performance and close achievement gaps, support education accountability, and simplify the processes to make education data transparent through Federal and other public reporting.

Current Status

MDHE staff worked with DESE staff and a grant writing contractor under the guidance of the Missouri P-20 Council to prepare the grant proposal for submission. The proposal requests funds to incorporate data into the statewide system that is collected by a variety of stakeholders in the early childhood sector. Grant deliverables also include linking the Pre-K, K-12, and higher education sector data into a comprehensive statewide data warehouse that provides access for stakeholders to review the data and receive reports based on a data sharing and governance protocol established by the P-20 Council.

MDHE staff worked to expand partnership and collaboration between Missouri, Kansas, and Illinois for data linkages and research about cross-state student migration and employment. The grant application includes proposed strategies for the K-12, higher education, and economic development agencies to collaborate in cross-state data sharing and research.

The components of the longitudinal data system that most directly impact MDHE are:

- Production system for the enhancement of data collection, analysis, and reporting

Coordinating Board for Higher Education
December 10, 2009

- Contracting services for additional research and analysis
- Web-based reporting tool for researchers, stakeholders, and the general public
- Implementation of a statewide e-Transcript system for higher education institutions
- Cross-state collaboration with Kansas and Illinois to link employment data

Next Steps

MDHE anticipates that IES grant awards will be announced sometime in the spring of 2010. In the intervening months, staff is also pursuing a partnership with the Idaho Department of Education regarding comparative research on the impact of service learning for student engagement, retention, and closing achievement gaps. There is potential for this partnership to intersect with the IES work in addition to being a valuable collaboration on its own.

STATUTORY REFERENCE

P.L. 111-5, American Recovery and Reinvestment Act of 2009
S.C.S. H.C.S. H.B. 21 (2009)
S.S. S.C.S. H.C.S. HB 22 (2009)

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Higher Education Subcommittee of the Homeland Security Advisory Council Update
Coordinating Board for Higher Education
December 10, 2009

DESCRIPTION

The Higher Education Subcommittee of the Homeland Security Advisory Council (HES-HSAC) was established in 2007 to advise the Homeland Security Advisory Council on safety initiatives related to higher education in Missouri. The intent of this board item is to provide an update on the work of the HES-HSAC.

Background

The Homeland Security Advisory Council established the Higher Education Subcommittee in 2007 following the shootings on the campus of Virginia Tech. The mission of the HES-HSAC is to provide assistance to Missouri colleges and universities in planning, preparing, mitigating, and responding to hazards and making Missouri's campuses safe places to grow and learn. Detailed information about HES-HSAC can be found online at: <http://campussecurity.missouri.org/>.

Progress and Next Steps

The HES-HSAC has identified these initiatives as priorities:

- ***Best Practices Toolkit.*** The focus is on helping higher education institutions create a culture of preparedness by promoting information exchange, identifying promising practices, and addressing resource needs. The first project is focused on identifying campus resource needs related to pandemic planning and working closely with the Department of Health and Senior Services to develop a plan for information exchange with higher education institutions.
- ***Collaboration with the State Emergency Management Agency (SEMA).*** HES-HSAC continues to work with SEMA on the 2010 Earthquake Recovery Exercise and is beginning discussions with SEMA regarding increased higher education involvement in local/jurisdictional safety exercises. MDHE is also collaborating with SEMA and other state agencies to update the state's Hazard Mitigation Plan.
- ***Center for Excellence in Homeland Security.*** HES-HSAC continues to collaborate with key higher education stakeholders to identify Missouri areas of strength, with a focus on creating a center of excellence for homeland security, campus safety and preparedness. HES-HSAC is researching grant opportunities related to creating the center of excellence.

- ***Safety Conference Preparation.*** HES-HSAC is collaborating with the Missouri School Boards' Association and the Department of Public Safety to begin planning the higher education track of the Fourth Annual Conference on School and College Safety and Security that is scheduled for July, 2010.

Conclusion

Best practices in campus safety and security support collaborative, multi-disciplinary approaches in planning and preparing for hazards. HES-HSAC serves as a catalyst for this collaboration, seeking out the involvement of multiple stakeholders to foster a climate of preparedness and safety on Missouri campuses.

STATUTORY REFERENCE

Governor's Executive Order 06-09

RECOMMENDED ACTION

Assigned to Consent Calendar

ATTACHMENT(S)

None

AGENDA ITEM SUMMARY

AGENDA ITEM

Cape Girardeau Coalition Update on Expanding Access
Coordinating Board for Higher Education
December 10, 2009

DESCRIPTION

Over the last two years, the Cape Girardeau Coalition and other stakeholders have worked collaboratively to identify the educational needs of the Cape Girardeau region and to develop a proposal to meet those needs. The intent of this item is to update the Coordinating Board on the status of a proposal to expand access to postsecondary education in the Southeast region of the state.

Background

The need for the coalition was based on a long history of vested local interests wanting to expand postsecondary options in Cape Girardeau without success. For several years, community leaders had been discussing options for expanding access to lower division coursework, certificates, and associate degrees in the Cape Girardeau area. Various suggestions were considered including, among others, the development of a residence center, the establishment of a new community college in Cape Girardeau County, the expansion of collaborative delivery structures by existing partners, and the development of a branch campus of a four-year institution. There were also different views on the level of unmet need and whether existing structures were adequate to meet that need.

Business, community, and education leaders agreed to work together to explore options and collectively discuss the best way to meet the needs of local students. This coalition pooled funds to pay an external out-of-state consultant to analyze the region's educational offerings, to identify barriers and gaps in area postsecondary education, and to make recommendations on the best system to use in addressing those needs. The final report, delivered in March 2009, presented findings on educational gaps and offered several alternatives for expanding access to postsecondary education.

Discussion

The Cape Girardeau Coalition met numerous times over the summer and early fall to discuss the findings in the report and to work collectively on the development of a proposal(s) that would meet the needs of students within the parameters of state statute and CBHE public policy. Interested legislators and other stakeholders were also invited to participate in several meetings and provided additional perspectives for consideration.

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December 10, 2009

The resulting document, which requires signatures from the Board presidents of Southeast Missouri State University, Three Rivers Community College (TRCC), Mineral Area College (MAC), Southeast Missouri Hospital College of Nursing and Health Sciences, and the Superintendent of the Cape Girardeau Public School District, is attached. These entities, collectively known as the Cape Girardeau County Partnership, are committed to a strong partnership that meets “student and community needs by providing community college-type services” in the region.

Highlights of the document include the following:

- establishes a Partnership Advisory Committee, which will provide guidance and recommendations to institutions regarding the partnership;
- sets summer 2010 for offering courses;
- commits to an annual review of the partnership with agreed-upon measures of success;
- establishes limitations for Southeast, TRCC, and MAC in that they may not enter into any other agreement with a non-partnership signatory to offer associate degrees in Cape Girardeau County for the duration of the partnership agreement;
- specifies that Southeast and TRCC will equally share costs and revenues; course offerings for each institution will be annually agreed upon to facilitate the equalization of FTE enrollments;
- defines admissions standards as those currently used by TRCC, and clarifies that all financial aid under the agreement will be awarded by Southeast; Three Rivers, MAC, and the Cape Girardeau Career & Technology Center will coordinate the approval of and process A+ student scholarships with the Department of Elementary and Secondary Education (DESE) for all partnership enrollees in accordance with the agreement;
- indicates that TRCC supports Southeast’s current program of dual credit offerings whether taught in area high schools or at Southeast Missouri State University in Cape Girardeau. It is agreed Southeast will have the right of first refusal for any expansion of dual credit courses offered for high school students at these schools. Any expansion of dual credit offerings for other high schools not now serviced by either Three Rivers or Southeast will be addressed jointly by both partners;
- specifies that Southeast will have right of first refusal for all future baccalaureate completion programs in Cape Girardeau County and at all Three Rivers locations;
- commits to a needs analysis for future certificate and degree programs in nursing and allied health programs that will be conducted by an independent party within twelve (12) months of the date of this agreement and by a firm agreed upon by all partners. Current program deliverers, medical providers, and the advisory board will be engaged in the process of developing recommendations for any expanded delivery that meets the citizens’ needs;
- determines an initial location of course offerings as the Cape Girardeau Career & Technology Center with additional locations for this partnership to be jointly negotiated by Three Rivers, MAC and Southeast with any external parties;
- provides a process to resolve partnership disagreements;
- stipulates that if the agreement is dissolved, the institutions will provide currently enrolled students the opportunity to complete academic coursework within a reasonable time frame;
- designates that all signatories are committed to successfully operating this endeavor for the citizens of the Cape Girardeau area; and

- stipulates that Three Rivers will begin the approval process from the Coordinating Board for Higher Education and the Higher Learning Commission (HLC) for an Associate of Arts (AA) degree to be delivered in Cape Girardeau County.

Conclusion

In looking to the future, citizens in the Cape Girardeau region will benefit by solutions that identify additional roles for each postsecondary provider. Members of the Cape Girardeau Coalition have worked long and hard at reaching an agreement that is intended to improve educational attainment and economic development in the region. The Coalition has invited public comment from concerned citizens regarding its final report. As the expanded offerings mature, members of the Cape Girardeau County Partnership have also agreed to work collaboratively in the development of any formal requests for degree programs that would be offered through the Partnership.

All postsecondary educational providers in the region have expressed a commitment to identifying additional opportunities for addressing gaps identified in the needs analysis. In addition, Partnership members are committed to expand access to and success in postsecondary training and completion of formal certificate and associate degree programs.

STATUTORY REFERENCE

Sections 173.005, RSMo

RECOMMENDED ACTION

It is recommended that the Coordinating Board for Higher Education accept the conceptual proposal of the Cape Girardeau County Partnership to expand access to lower division courses, certificates, and associate degree programs in the region with the understanding that it still must be formally approved by each participating board and that any new associate degree proposals offered through the Partnership would be submitted to the CBHE for approval through the regular program approval process.

It is further recommended that the Coordinating Board commend the Cape Girardeau Coalition, the respective institutional boards, and other stakeholders for their unwavering resolve to develop a proposal that meets the needs of area students while remaining true to individual institutional missions.

Finally, it is recommended that the Coordinating Board direct the Commissioner of Higher Education to provide assistance as needed to the Cape Girardeau County Partnership in developing agreed-upon indicators to measure the success of the partnership in achieving desired outcomes.

ATTACHMENT

Cape Girardeau County Partnership Proposal

The Cape Girardeau County Partnership

**Southeast Missouri State University, Three Rivers Community College,
Mineral Area College, Cape Girardeau Career & Technology Center, and Southeast Hospital
College of Nursing and Health Sciences**

Final Draft

Approved by Cape Girardeau Coalition

November 16, 2009

Southeast Missouri State University (Southeast) and Three Rivers Community College (Three Rivers) are committed to an equal partnership for the purpose of meeting student and community needs by providing community college-type services to the citizens of Cape Girardeau County and the Cape Girardeau Career and Technology Center (CTC) service region in cooperation with Mineral Area College (MAC), Southeast Hospital College of Nursing and Health Sciences (SHCNHS) and the CTC. Within this partnership it is agreed that:

1. The partnership will be reviewed at the end of the spring semester each year, and will exist for a minimum period of three years beginning December 31, 2009. Three Rivers, Southeast and MAC, in collaboration with the advisory board, will work together to identify measurable indicators which will indicate whether this pilot program has achieved its desired outcomes. If the measurable indicators demonstrate that this pilot program achieved desired outcomes, the partnership will pursue options for more permanent expansion of community college services in Cape Girardeau County and the CTC service region within statutory requirements, including but not limited to the establishment of a community college taxing district.
2. It is the intention of the partners that the first courses will be offered in the summer 2010 semester. Courses completed will be articulated to both Southeast's and Three River's academic programs. Three Rivers will begin the approval process from the Missouri Coordinating Board for Higher Education (CBHE) and the Higher Learning Commission (HLC) for an Associate of Arts (AA) degree to be delivered in Cape Girardeau County.
3. Neither Southeast, Three Rivers nor MAC will enter into an agreement with any other institution of higher education to offer an AA, an Associate of Arts in Teaching (AAT), or an Associate of Science (AS) degree in Cape Girardeau County during the term of the partnership. MAC will provide the technical portion of all Associate of Applied Science (AAS) degree programs currently offered at the CTC and have the right of first refusal for all future AAS degree programs with the exception of nursing and allied health. A needs analysis for future certificate and degree programs in nursing and allied health programs will be conducted by an independent party within twelve (12) months of the date of this agreement and by a firm agreed upon by all partners. Current program deliverers, medical providers and the advisory board will be engaged in the process of developing recommendations for any expanded delivery that meets the citizens' needs.
4. All institutions will work collaboratively to develop and distribute marketing and promotional materials for the partnership.
5. Southeast and Three Rivers will split costs and revenues, and course offerings (FTE enrollments) equally. Course offerings for each institution will be annually agreed upon to facilitate the equalization of FTE enrollments.

6. Students will be simultaneously admitted to both institutions through a joint admissions application using the admissions standards of Three Rivers in order to achieve open access.
7. All courses will be dual-listed and transcribed at both institutions at the end of each term.
8. Southeast will award all financial aid under a revised consortium agreement. Three Rivers, MAC and the CTC will coordinate the approval of and process A+ student scholarships with the Department of Elementary and Secondary Education (DESE) for all partnership enrollees in accordance with the revised financial aid consortium agreement. Southeast will accomplish student billing and collection of fees. Since this pilot project is designed to determine the feasibility of more permanent expansion of community college services within Cape Girardeau County and the CTC service region in accordance with statutory requirements, any student residing outside this designated area will be charged an additional fee.
9. Students enrolled in partnership courses will not be allowed to take courses at Southeast Missouri State University in Cape Girardeau, to live in Southeast housing or permitted to use Southeast services funded by Southeast general fees. Students enrolled at Southeast Missouri State University in Cape Girardeau will not be permitted to take partnership courses during the term in which they are enrolled. To facilitate awarding of financial aid, those partnership students who take courses with Three Rivers online or outside the partnership site will be partnership enrollments.
10. Three Rivers supports Southeast's current program of dual credit offerings whether taught in area high schools or at Southeast Missouri State University in Cape Girardeau. It is agreed Southeast will have the right of first refusal for any expansion of dual credit courses offered for high school students at these schools. Any expansion of dual credit offerings for other high schools not now serviced by either Three Rivers or Southeast will be addressed jointly by both partners.
11. Southeast will have right of first refusal for all future baccalaureate completion programs in Cape Girardeau County and at all Three Rivers locations.
12. All signatories will work collaboratively to obtain external funding for advancement of this partnership as needed.
13. The partnership will establish a Partnership Advisory Committee. The Committee will provide advice regarding the partnership, and will be comprised of representatives from varied sectors and geographic locations within Cape Girardeau County and school districts served by the CTC; 6 members representing business and industry (excluding governing board members of the institutions), 1 member each representing three K-12 school systems (Cape Girardeau, Jackson, and one other CTC school district), and 1 member each representing the participating institutions (Southeast, Mineral Area, Three Rivers, CTC and Southeast Hospital School of Nursing), and 1 member each representing the cities of Jackson and Cape Girardeau. Southeast, Three Rivers and MAC will be responsible for writing bylaws to include such information as selection process for representatives, term limits, responsibilities and organizational structure. The advisory committee will make recommendations to be considered, but will not usurp the policy and fiduciary responsibilities of the respective governing boards.
14. The initial location of course offerings for this partnership is planned to be at the CTC. Any negotiation for a formal contract with the CTC will be jointly negotiated by Three Rivers, MAC, Southeast and the CTC. A periodic review of course and site location demands will be performed to determine if additional course offerings or locations are needed. Any additional locations for this partnership will be jointly negotiated by Three Rivers, MAC and Southeast with any external parties. An online learning center jointly operated by Three Rivers, MAC and Southeast may be

established based on agreements between all partners and the advisory board, and with the approval by the Missouri Coordinating Board for Higher Education.

15. All non-instructional employees of the partnership will be considered Southeast employees for employment purposes with hiring decisions being jointly made by officials of Southeast and Three Rivers.
16. If Three Rivers, MAC, Southeast or the CTC has concerns about the partnership agreement being followed, the representatives of the institutions will discuss the issues with the chair and vice chair of the Partnership Advisory Committee for resolution. If this step does not produce a satisfactory solution, the presidents will ask the Missouri Commissioner of Higher Education to assist in resolving the issue(s). If a mutually-agreeable solution is still not possible, either party can dissolve the agreement. If the agreement is dissolved, the institutions agree to provide all currently enrolled students the opportunity to complete their academic work in a reasonable time frame. If this partnership agreement is dissolved, all course and program approvals from the CBHE are null and void and any future delivery systems proposed by either institution for expansion must operate within regulations established by state statute and higher education public policy.
17. All reports regarding partnership operations submitted to the Coordinating Board for Higher Education shall be a single report jointly developed and signed by the presidents of Southeast, Three Rivers and MAC.
18. All of the signers of this agreement are committed to successfully operating this endeavor to provide needed higher education programs by the citizens and businesses of the Cape Girardeau area.

APPROVED:

President, Board of Regents
Southeast Missouri State University

Date: _____

President, Board of Trustees
Three Rivers Community College

Date: _____

Jim Welker, Superintendent
Cape Girardeau Public Schools

Date: _____

President, Board of Trustees
Mineral Area Community College

Date: _____

President, Southeast Hospital College
of Nursing and Health Sciences Board of Trustees

Date: _____

Directions to Resort & Yacht Club at Toad Cove

From Columbia

- Take US-63 South toward Jefferson City.
- Merge onto US-54 West toward Lake Ozark.
- Take a slight right onto Business 54 (~2.5 miles).
- Turn right onto Horseshoe Bend Parkway / MO-HH (~4.4 miles).
- Turn right onto Bittersweet Road (~2.3 miles). The hotel is on the right.

From Kansas City

- Take I-70 East toward St. Louis.
- Take US-63 South to Jefferson City via Exit 128.
- Merge onto US-54 West toward Lake Ozark.
- Take a slight right onto Business 54 (~2.5 miles).
- Turn right onto Horseshoe Bend Parkway / MO-HH (~4.4 miles).
- Turn right onto Bittersweet Road (~2.3 miles). The hotel is on the right.

From St. Louis

- Take I-70 West toward Kansas City.
- Take US-54 West via Exit 148 toward Jefferson City.
- Stay on US-54 West to Lake Ozark.
- Take a slight right onto Business 54 (~2.5 miles).
- Turn right onto Horseshoe Bend Parkway / MO-HH (~4.4 miles).
- Turn right onto Bittersweet Road (~2.3 miles). The hotel is on the right.

From Springfield

- Take I-44 East toward Lebanon.
- Take MO-5 / MO-32 / JEFFERSON AVE via Exit 129.
- Stay on MO-5. It will become MO-5 / MO-7.
- Turn right at Camdenton onto US-54 East.
- Turn left onto Business 54 (~2.1 miles).
- Turn right onto Horseshoe Bend Parkway / MO-HH (~4.4 miles).
- Turn right onto Bittersweet Road (~2.3 miles). The hotel is on the right.

Hotel Web Site: <http://www.toadcove.com/index.aspx>