

Inside Missouri HIGHER EDUCATION

News from the Missouri Department of Higher Education | November 2014



Celebrating Four Decades

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Missouri Department of Higher Education

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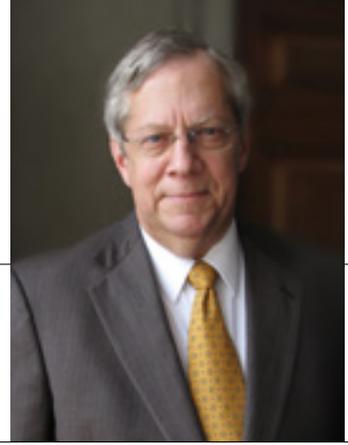
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A Message from David R. Russell, Ph.D.

Commissioner

AS AN INCREASING NUMBER of colleges and universities opened their doors in Missouri during the last half of the 19th century and the first half of the 20th century, education and government leaders began to recognize a need for coordination among the state's higher education institutions. At various times, a union, a committee, a council and a commission were formed to coordinate Missouri's higher education system.

In 1972, the General Assembly created the Coordinating Board for Higher Education to assume that responsibility. Two years later, the legislature established the Department of Higher Education — during a reorganization of state government — to serve as the administrative arm of the coordinating board. This year, the department celebrates its 40th anniversary.

One of the department's most important responsibilities is to create a coordinated plan for the state's higher education system. This has been done several times over the past 40 years. As higher education evolves, so too must our vision.

The department is ready to begin work on a new coordinated plan. Our efforts are fueled by the fact that higher education is more important now than at any time in our history.

By 2018, it is estimated that nearly 60 percent of the jobs in Missouri will require a two- or four-year degree or professional certificate. A knowledgeable and skilled workforce is key to a strong, vibrant economy. But the benefits of higher education extend far beyond meeting Missouri's workforce needs. Individuals who earn a postsecondary degree enjoy higher incomes and lower unemployment rates. They make healthier lifestyle choices and live longer lives, and they are more likely to vote and volunteer in their communities.

As our need for higher education grows, so do the needs of Missouri's higher education institutions.

State support for higher education has declined steadily over the past two decades. Colleges and universities have had to resort to new revenue sources to keep pace with rising expenses. Our existing educational facilities are in need of repair and renovation, and new construction is necessary to build high tech learning centers and laboratories.

Despite these challenges, our colleges and universities have become more efficient while continuing to expand educational opportunities to Missourians of all ages. They provide quality education to new high school graduates as well as adults looking to gain additional skills or seeking entirely new career paths. They have adopted new and innovative ways to deliver educational programs. They have become more entrepreneurial and more responsive to Missouri's needs, forming new partnerships with other institutions, state agencies, business and industry and local communities to get things done.

Given the magnitude of change occurring on our campuses across the state, the time is right to build public support for a new agenda.

Our planning process will include a series of meetings across the state to allow Missourians to provide their input about our higher education system. We want to hear from all sectors of business and industry — advanced manufacturing, healthcare, technology, finance, engineering, information technology and others. We will gather input from individuals, government, and community organizations. More details about the process will be announced this December.

By studying the needs of our state, our students and our colleges and universities, we believe we can create a coordinated plan that will support Missouri's higher education system and its students well into the future.

David R. Russell



From the Desk of Leroy Wade

Deputy Commissioner

ACCOUNTABILITY CONTINUES to be a focus for those with an interest in Missouri's higher education system. Whether it is the value of a college degree, the effectiveness of student aid programs, the growing student debt load or the cost of higher education, the public — and political leaders — want to know that colleges and universities are focused on the right things. As a result, performance funding has received a great deal of our attention in recent months.

Performance funding has undergone a rather incredible growth spurt over the last decade. Although the roots of this concept date back to the 1980s, the idea that public higher education institutions should be funded — at least in part — based on their performance at achieving agreed-upon state and institutional goals has seen nationwide growth.

According to the National Council of State Legislatures, 25 states have some type of funding formula that contains performance indicators. Five more states are currently transitioning to a performance-funding approach. Performance indicators include such things as course completion, time to degree, transfer rates, number of degrees awarded, and number of low-income and minority graduates. Missouri's model includes several of these measures but has others that are somewhat unique. Another variable in performance funding is the amount or proportion of funding that is allocated using the model. In some states, nearly all of an institution's appropriation from state revenue, both existing core and new funding, is allocated in this manner. For others, like Missouri, only new funding is considered to be "at risk" under performance funding.

Missouri has a long history with performance funding, but the current incarnation is only a few years old. Since July, the department has been engaged in the process of reviewing, refining and adjusting the existing performance model. That process is partially the result of the periodic tuning required for a system as complex as performance funding. However,

this year saw added impetus provided by Senate Bill 492. The legislation codified the performance funding model and directed the development of an additional measure focusing on job placement and graduate education.

Rather than a top-down or politically-driven process, collaboration and cooperation have been the hallmark of the department's approach to this topic. A Performance Funding Task Force, composed of representatives from Missouri's colleges and universities and state government, has worked the past several months to identify areas within the model that need attention. The report of the task force, which is still being finalized, currently contains 10 recommendations for changes to the existing performance funding model.

Some issues addressed in the recommendations are as simple as identifying the need for additional documentation to clarify how the model will work and how changes are made. Reaching final agreement on other recommendations, such as the job placement measure, has proven more difficult. Given the potential funding involved, the wide diversity of institutional missions within our public higher education system and the complicated funding histories across institutions and sectors, it should not be surprising that disagreements have occurred.

There is a natural tendency to try to find simple answers to very complex questions. While determining a simple way to accurately distill our complex and dynamic system of higher education into five or six measures is a challenging task, we must find a way to answer the call for greater accountability. Through the work of the task force and the cooperation of all institutions, many good ideas have been discussed and considered. I believe the end result will be a performance funding model that continues to strike a reasonable balance between simplicity and validity.

November

- 18:** FAFSA Frenzy Site Coordinator Meeting, Jefferson City, Mo.
- 27-28:** Thanksgiving holiday. State offices closed.

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December

- 10:** Coordinating Board for Higher Education meeting, St. Charles, Mo.
- 11:** Coordinated Plan Public Hearings, O'Fallon, Mo. and St. Louis, Mo.
- 25:** Christmas Day. State offices closed.
- 31:** Improving Teacher Quality Grant final proposals due.

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January

- 1:** New Year's Day. State offices closed.
- 20:** Martin Luther King Jr. Day. State offices closed.
- 29:** Coordinated Plan Public Hearing, Jefferson City, Mo.

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College Application Week expanded to 57 Missouri high schools

Program helps students plan for higher education

A NEW PROGRAM aimed at increasing access to higher education assisted students at 57 Missouri high schools with the college application process this year.

During Missouri College Application Week, Oct. 20-24, volunteers with college advising and admissions experience worked one-on-one with students to help them complete applications for higher education institutions they are interested in attending. The goal of the program is to increase the number of applications submitted by Missouri students — especially low-income students and those who would be the first in their families to attend college.

“During College Application Week the spotlight is on helping students who aspire to go to college but are intimidated by the application process or feel overwhelmed by the choices available to them,” said David Russell, Missouri commissioner of higher education. “The program also helps students better understand the benefits of higher education and the importance of making college plans now.”

The expanded program follows a successful pilot project at 26 high schools in 2013. More than 2,000 students submitted approximately 3,600 applications to 259 higher education



Students at Riverview Gardens High School in St. Louis customize a banner to hang at their school during Missouri College Application Week.

institutions. Organizers hoped to double those numbers this year.

Participating high schools provide time and resources during the school day for all seniors interested in completing college applications.

In addition, many of the high schools host assemblies and offer individual college advising to provide students with information about higher education opportunities.

Continued on next page



College Application Week is one way the department is working to increase the number of Missourians earning a college degree.

“Currently only about 46 percent of working age Missourians have a college degree or certificate,” Russell said. “We want that number to be closer to 60 percent by 2025 to ensure that our state has the educated workforce needed to sustain a strong economy.”

In 2013, the College Application Week pilot project was offered at high schools in the Kansas City and St. Louis areas and the south central part of the state. In February, the Coordinating Board for Higher Education decided to offer the program at locations across Missouri. Higher education officials plan to expand the program to even more high schools next year.

High schools participating in Missouri College Application Week include:

CENTRAL MISSOURI

Eldon High School
 Moberly High School
 Warrensburg High School

KANSAS CITY AREA

African-Centered Prep Academy
 Center High School
 Central Academy of Excellence
 East High School
 Fort Osage High School
 North Kansas City High School
 Northeast High School
 Paseo Academy
 Raytown High School
 Raytown South High School
 Ruskin Senior High School
 Southwest Early College Campus
 Van Horn High School
 Winnetonka High School

NORTHEAST MISSOURI

South Shelby High School, Shelbina

SOUTH CENTRAL MISSOURI

Dixon High School
 Lebanon High School
 Rolla High School
 Salem High School
 St. Clair High School
 St. James High School
 Sullivan High School
 West Plains High School

SOUTHEAST MISSOURI

Cape Girardeau Central High
 Caruthersville High School
 Central High School, New Madrid
 Charleston High School
 Dexter High School
 Hayti High School
 Jackson Senior High School
 Kennett High School
 Malden High School
 Poplar Bluff High School
 Potosi High School
 Scott County Central High School
 Senath-Hornersville High School
 Sikeston Senior High School
 South Iron R-I High School

SOUTHWEST MISSOURI

Hillcrest High School, Springfield
 Parkview High School, Springfield

ST. LOUIS AREA

Bayless High School
 Carnahan School of the Future
 Gateway STEM High School
 Hancock High School
 Hazelwood East High School
 Jennings High School
 McCluer High School
 McCluer South-Berkeley High School
 Normandy High School
 Pattonville High School
 Ritenour High School
 Riverview Gardens High School
 Roosevelt High School
 Soldan International Studies



LEARN MORE about **Missouri College Application Week.**

Volunteers needed for 2015 FAFSA Frenzy

Events set at more than 80 sites across the state

FOLLOWING A RECORD BREAKING YEAR for FAFSA Frenzy, the Missouri Department of Higher Education is seeking volunteers for next year's events.

Nearly 1,700 Missouri students received help to complete the Free Application for Federal Student Aid during the 2014 FAFSA Frenzy.

Sponsored by the Missouri Department of Higher Education and the Missouri Association for Financial Aid Personnel, FAFSA Frenzy events are held annually during January, February and March.

With plans for 2015 underway, financial aid officers, high school counselors and college access professionals are needed to assist at more than 80 sites in about 40 counties throughout Missouri.

"The strength of FAFSA Frenzy is the dedicated volunteers who are willing to share their time and expertise to help students apply for financial aid," said Lisa Wilson, an outreach services coordinator at the Department of Higher Education.

Students must fill out a FAFSA every year to be eligible for most types of federal and state financial aid, including grants, loans and scholarships. Many colleges and universities also use the application to determine eligibility for their financial aid and scholarship programs.

Missouri's public and private nonprofit higher education institutions awarded approximately \$2.5 billion in federal financial aid to Missouri students from Oct. 1, 2011, through Sept. 30, 2012. When state aid and institutional aid are included, the total increases to nearly \$3.7 billion.

Volunteers do not have to be financial aid experts to help with a FAFSA Frenzy event, Wilson said. In addition to assisting with FAFSA completion, volunteers are needed to staff registration tables, direct parking and serve refreshments. Site coordinators at each FAFSA Frenzy site will determine event logistics and volunteer assignments.

Wilson said volunteers play a major role in addressing any reservations students and parents may have about filling out the FAFSA.

"Volunteers are essential to the success of FAFSA Frenzy," Wilson said. "Offering support and assistance can help take the anxiety out of completing the FAFSA for many first-time filers."

A toll-free volunteer support line will be provided by MOHELA to assist sites on Sunday Feb. 22, 2015, the date when a majority of



FAFSA Frenzy events are planned. The support line will be manned by volunteers with financial aid experience who can help answer some of the more complicated questions that arise.

Individuals interested in volunteering can review the complete list of sites at **MASFAP Show-Me To College**. The database can be searched by county, city, date and other criteria.

Volunteers can register for a specific site and find out more on the FAFSA Frenzy **web page**. Information about training will be announced at a later date.



QUESTIONS? Contact Department of Higher Education staff **Jaron Vail, Julie Meyer, or Lisa Wilson.**

Bright Flight Scholarship fully funded for Missouri's top-scoring students

Qualifying students see \$500 increase over last year's award

MISSOURI'S BRIGHT FLIGHT SCHOLARSHIP is being fully funded for the state's top-scoring students this year for the first time since the 2009-2010 academic year.

Students receiving the Missouri Higher Education Academic Scholarship, commonly known as Bright Flight, saw a \$500 increase in the scholarship amount for 2014-2015. Students who score in the top 3 percent on the ACT or SAT test are eligible to receive \$3,000 — the maximum scholarship amount — to attend a qualifying Missouri college or university.

Scholarship awards vary from year to year based on funding approved by the Missouri General Assembly. Last year's scholarship award was \$2,500.

To qualify for the scholarship, a student must be a Missouri resident, earn a composite ACT score of 31 or higher or a score of 800 in both critical reading and math on the ACT, and enroll at an approved higher education institution for the academic year immediately following high school graduation.

Although the scholarship is being fully funded this year for the top tier of students, funds were not available for students scoring in the top 4th and 5th percentiles on the ACT and

SAT. Legislation approved in 2007 expanded the program to more students, but revisions in 2010 require the top 3 percent of students to receive the full scholarship amount before funding scholarships for students in the 4th and 5th percentiles.

Approximately 6,100 students are receiving the Bright Flight Scholarship this fall. Students can renew the scholarship annually for up to 10 semesters or until they receive a bachelor's degree if they meet eligibility requirements that include maintaining a 2.5 cumulative grade point average.

The Bright Flight Scholarship program was established in 1986 to encourage top-ranking high school seniors to continue their education in Missouri.

Dear Dr. Russell,

Thank you very much for keeping the Bright Flight Scholarship available for students like me this year. It will help a lot, and I will continue to set high academic goals for myself through college to ensure your investment in me wasn't a bad one.

Thanks again!
Joshua J.
Lawson, MO



FIND OUT MORE about **Missouri's Bright Flight Scholarship.**

A+ Scholarship awards could be reduced for Spring 2015 semester

Q&A can help answer questions about program reimbursement

STUDENTS WHO ARE ELIGIBLE for Missouri's A+ Scholarship Program could potentially see a reduction in the number of credit hours reimbursed by the program for the Spring 2015 semester.

Projections from the Missouri Department of Higher Education indicate there may not be sufficient funding available to fully reimburse qualifying expenses for all eligible students. As a result, it may be necessary for the department to reduce A+ tuition reimbursement.

Department officials notified Missouri schools in August about a potential reduction of up to four credit hours so they could provide information to students and their families as early as possible to help them plan accurately for college costs.

The department has developed a Q&A to answer questions about A+ reimbursement for the spring semester. The Q&A has been posted on the **MDHE website** and will be updated as additional information becomes available.

The A+ Program typically covers tuition and general fees at participating community colleges, public vocational schools and qualifying private vocation-technical schools. The schools are reimbursed for tuition and fees that are not covered by federal financial aid — not including student loans.

The potential reduction in reimbursement is due to three factors: a growing number of students using the program, increasing college costs, and program funding. A shortfall in state revenue resulted in budget restrictions earlier this year for a number of state programs, including the A+ Scholarship Program. The budget restrictions were lifted in November.

The department will not be able to determine the



exact number of hours that A+ Program reimbursement could be reduced until late December or early January. The amount of the reduction will depend on the number of students receiving reimbursement for the Summer 2014 and Fall 2014 semesters and available funding.



LEARN MORE about **Missouri's A+ Scholarship Program.**

Best Practices in Default Prevention

by Sarah Schedler

Helping students make smart financial decisions

IT IS NEVER TOO EARLY to start spreading the word about student loan default prevention and financial literacy — in fact, the earlier in the school year, the better.

During the first few weeks of the semester, students are not yet overwhelmed by their classes, and “welcome” events frequently draw large crowds. Quite often, getting students to attend a default prevention event can be a challenge, so taking advantage of these opportunities can make the job much easier.

Several Missouri colleges and universities started off the 2014–2015 school year with default prevention and financial literacy activities.

During the first week of classes, the financial aid office at Missouri Southern State University in Joplin took part in an event showcasing offices and organizations on campus. MSSU’s default prevention counselor and a student intern manned a booth where a wheel of chance offered students an opportunity to answer questions in four categories: Stafford Loans, Perkins Loans, General Questions and Jackpot. Students who answered correctly (and even those who didn’t) received a prize. Students correctly answering a more difficult Jackpot question won a T-shirt.

Sharon Fraser, a default prevention counselor at the university, said the activity helped start an important dialogue about financial responsibility.

“The questions really made people



Default prevention T-shirts were awarded to students at Missouri Southern State University who correctly answered questions about borrowing money for college. Financial aid advisors at the university designed a wheel of chance for their financial literacy efforts at a welcome event on campus.

think, and then they asked follow-up questions about their loans,” Fraser said. “It was probably the best event we have done, as far as getting students interested in talking with me without feeling hesitant.”

In Rolla, the Missouri University of Science and Technology hosted “Transfer Transitions” during the opening week of the fall semester. The purpose of the event was to familiarize incoming transfer students with the financial assistance office and the services available to them.

Gena Boling, assistant director of the office said focusing on transfer students is a vital part of the university’s financial literacy efforts.

“This is extremely important as, on average, our transfer students are ‘mid-career students’ and have

already accrued debt at other institutions,” Boling said. “This is an excellent opportunity to reach out to possible at-risk borrowers nearing degree completion.”

The students participated in a scavenger hunt to learn about the financial assistance office and who to contact when questions arise. The event also served as a forum for students to ask financial questions early to avoid major problems later.

Boling said preventing confusion is the first step in educating borrowers and preventing student loan default.

Sarah Schedler is a default prevention and financial literacy specialist at the Missouri Department of Higher Education.

Smart About Spending 101

by Marilyn Landrum

College students are especially at risk for identify theft



PROTECTING PERSONAL

IDENTIFYING information is key for students learning how to manage their finances.

According to a **study** by the Bureau of Justice Statistics, 16.6 million people experienced identity theft in 2012. Financial losses totaled \$24.7 billion.

Identity theft occurs when someone uses another person's debit or credit card to make a purchase without their permission. It can also include using someone else's personal information to open a new account or receive government benefits or medical treatment. According to the BJS survey, the most common type of identity theft was the misuse of an existing account. Most victims were not aware their account had been sabotaged until their credit card company or bank contacted them about suspicious activity.

The study reported that even though nearly 90 percent of identity theft victims who discovered the theft on their own contacted their credit card company or bank to report the fraudulent activity, only 9 percent reported the incident to police.

According to a **study** by the Federal Trade Commission, 18–29 year olds file the most identity theft complaints.

Because higher education is expensive, college students can be especially at risk for identify theft and fraudulent Internet and telemarketing schemes.

When researching sources of financial aid, students should know they should never be charged a fee to receive federal or state grants or scholarships. To apply for federal and state financial aid, students must fill out the Free Application for Federal Student Aid (FAFSA). As the name clearly states, the application is free. Students should beware of websites or telemarketing calls that offer scholarships and grants for a fee.

“Phishing” to obtain personal information for fraudulent purposes can involve calls or emails from someone who claims to be from a bank or law enforcement agency and asks for personal identifying information. Students should be reminded to never give out important information to anyone who calls and requests it.

Students also should use caution when jumping on the Internet hotspot at their favorite coffee shop. They need to be aware of their surroundings and keep their screen and keyboard hidden from the view of others. When using public computers, they should be sure to log off of websites instead of just closing the browser window and never accept the option to save their username and password.

Too often, identity theft is committed by someone the victim knows. A 2005 BBB/Javelin study indicated that family and other relatives, friends, neighbors and roommates make up half of all known identity thieves. Students should be encouraged to keep sensitive information out of sight to help their friends avoid the temptation of using the information.

Marilyn Landrum is a default prevention and financial literacy specialist at the Missouri Department of Higher Education.



LEARN MORE about **identity theft awareness** and **what to do** if an identity thief targets you.



CHECK OUT THIS VIDEO about **keeping your identity safe**.

Missouri's student loan default rate declines

State's rate remains below national average

THE PERCENTAGE OF MISSOURIANS defaulting on their student loans is declining.

Recent figures released by the U.S. Department of Education show that Missouri's three-year default rate dropped 0.5 percent, from 13.1 percent in 2010 to 12.6 percent in 2011.

The national student loan default rate also decreased — from 14.7 percent to 13.7 percent — during the same time period.

"Efforts to help students make smart financial decisions clearly are paying off," said David Russell, Missouri commissioner of higher education.

Russell pointed to the Missouri Department of Higher Education's Default Prevention Grant Program as one way the department is working to reduce student loan default rates and promote choices that can help lead students to a more secure financial future.

The default prevention grants provide funding to higher education institutions for student-focused financial literacy programs.

"Missouri institutions are using these grants to educate student borrowers about the importance of minimizing their debt, following a budget and repaying their loans," Russell said.

Nearly one quarter of the institutions participating in the grant program during 2011 had a default rate at or below 10 percent; more than 40 percent had a default rate below 15 percent.

The information released by the U.S. Department of Education reported default rates for borrowers whose first loan repayment came due between Oct. 1, 2010, and Sept. 30, 2011, and who defaulted on their loans before Sept. 30, 2013. Nationally, more than 4.7 million borrowers began student loan repayment during that time.



Missouri's student loan default rate was lower than most surrounding states, including Arkansas (15.8 percent), Illinois (13.1 percent), Iowa (17.3 percent), Kentucky (17.5 percent) and Oklahoma (15.7 percent).

Only two neighboring states posted lower default rates — Kansas (11.1 percent) and Nebraska (7.7 percent). Nearly 99,000 Missourians were repaying student loans during the reporting period. Just over 12,500 borrowers defaulted on their loans.



READ MORE about the **Department of Higher Education's financial literacy programs.**

Missouri Mathematics Summit examines alternatives to college algebra

New taskforce will consider options for non-STEM majors

MORE THAN 125

administrators and faculty from Missouri colleges and universities recently spent a day considering alternative math requirements for some postsecondary degrees.

Developing new “math pathways” was the focus of Missouri’s first Mathematics Summit Sept. 12 in Columbia.

The event, hosted by the Missouri Department of Higher Education, included math experts from colleges and universities across the country.

Discussion focused on whether students seeking degrees in non-STEM fields would be better served by completing courses such as statistics or geometry rather than college algebra.

The summit stemmed from two department initiatives — increasing the percentage of Missourians with a two- or four-year degree or professional certificate and improving the outcome of remedial education.

Legislative signed into law in 2012 requires all public institutions of higher education to replicate “best practices in remedial education.”

“One of the best practices we have identified is the alignment of gateway courses — particularly in mathematics — with a student’s course of study,” said Rusty Monhollon, associate commissioner at the Department of Higher Education.

One clear outcome of the summit was the need to continue the conversation about alternative math pathways and course redesign. As a result, the department has created a Math Pathways Taskforce to study the issue over the next two years. The Charles A. Dana Center at the University of Texas-Austin will provide guidance and advice from mathematics experts as the group considers options best suited for Missouri students.

According to Monhollon, offering alternative ways for students to meet postsecondary math requirements is not new. A number of colleges and universities — including some in Missouri — have used this approach for many years. Recently, the University System of Georgia began implementing alternative mathematics pathways system-wide. A key recommendation from a mathematics taskforce in Georgia was that college algebra

Courses in statistics, quantitative reasoning and mathematical modeling are appropriate, rigorous mathematics courses that develop a deep knowledge of mathematics and could benefit non-STEM majors more than college algebra.

“should not be the default class for non-STEM majors.”

A growing body of research supports this approach. Courses in statistics, quantitative reasoning and mathematical modeling are appropriate, rigorous mathematics courses that develop a deep knowledge of mathematics and could benefit non-STEM majors more than college algebra, Monhollon said.

Missouri’s new Math Pathways Taskforce held its first meeting in October.

Completion Academy teams mark progress, make plans for the future

Colleges and universities continue work to improve graduation rates

TEAMS OF FACULTY AND ADMINISTRATORS from the nine colleges and universities participating in Missouri's first Completion Academy in 2013 returned for a "sequel" in September to continue their efforts to improve completion rates on their campuses.

The schools have spent the past year developing and implementing strategies to help more students earn

a degree or professional certificate. The strategies include restructuring remedial and gateway courses, implementing block scheduling, developing degree maps and adopting targeted advising practices to provide the support many students need to complete a degree.

Presentations from each team highlighted the changes being made on their campuses.

MISSOURI COMPLETION ACADEMY

"The work you have done and progress you have made is tremendous," said Bruce Vandal, vice president of Completion College America, a national nonprofit organization that is working with states to increase the number of Americans earning a college degree or professional certificate.

The Department of Higher Education worked with Complete College America to bring the Completion Academy to Missouri. The colleges and universities selected for the program assembled teams of six to eight members to participate in the 2013 academy.

For the 2014 academy, the department encouraged the institutions to add team members — especially math and English faculty — to focus on implementing the strategies they have developed.

Vandal was joined by two additional advisers who have been



Loretta Ussery Griffey, the director of the Center for Teaching and Learning at Austin Peay State University in Clarksville, Tenn., discusses strategies to help students complete a certificate or degree at the Missouri Completion Academy.

Continued on next page

instrumental in increasing completion rates at their own institutions. Loretta Ussery Griffey is a mathematics and statistics professor at Austin Peay State University in Clarksville, Tenn. and director of the Center for Teaching and Learning. Scott Martyn is the associate vice chancellor of strategy at City Colleges of Chicago. Griffey and Martyn shared their experiences and assisted the Missouri teams with their work during the academy.

“The work you have done and the progress you have made is tremendous.”

— Bruce Vandal, *Complete College America*

Missouri colleges and universities participating in the Completion Academy are:

- East Central College
- Harris-Stowe State University
- Jefferson College
- Lincoln University
- Metropolitan Community College
- Moberly Area Community College
- Northwest Missouri State University
- Southeast Missouri State University
- St. Louis Community College



VIEW the **Missouri Completion Academy team presentations.**

SEMO uses Completion Academy strategies to redesign math curriculum

STUDENTS AT SOUTHEAST MISSOURI STATE UNIVERSITY

in Cape Girardeau are seeing some major changes in the math department, due in part to the university’s participation in the Missouri Completion Academy. A new math center — with a revamped math curriculum — opened at the start of the Fall 2014 semester.

The math department began redesigning its curriculum after administrators and faculty attended the Completion Academy in 2013. University officials say the academy offered strategic planning support as they worked toward large-scale, high-impact strategies to improve completion rates on their campus.

According to Tamela Randolph, chair of the mathematics department, the university is focusing on its math curriculum because statistics show that students who must take developmental math courses are not graduating at the same rate as other students. For every developmental class a student takes, the likelihood of that student graduating diminishes by 50 percent, she said.

The new math center plays an important role in the delivery of the revised curriculum. The facility includes a 2,600-square-foot classroom with 60 computer stations, an 842-square-foot tutoring center with 13 computer stations and a 447-square-foot breakout room, which adjoins the math classroom.

“We are all excited about it,” Randolph said.

The math center and redesigned curriculum give students an opportunity to learn the developmental math they need while enrolled in a logical systems math courses. Logical systems courses are entry-level math classes that are part of the university’s general education curriculum.

Under the redesign, some content from developmental algebra and intermediate algebra — courses that previously were three credit hours each — will now be delivered in a one-credit hour lab that meets for two hours each week. Students will take the lab class simultaneously with a logical systems course.

The new math lab and math curriculum are welcome changes to the mathematics department, Randolph said.

“It is going to speed up students’ progress toward graduation,” she said. “It’s going to be like a shot in the arm when they need it.”

Higher education commissioner elected to national executive committee

DAVID RUSSELL, MISSOURI COMMISSIONER OF HIGHER EDUCATION, has been elected to the executive committee of the Association of State Higher Education Executive Officers.

The association is a national organization that represents and oversees higher education activities on behalf of the states. The association works to advance

public policies and practices to increase access and participation in higher education.

Russell has been Missouri's commissioner of higher education since 2010. He served as vice-president and chief of staff for the University of Missouri System before joining the Missouri Department of Higher Education.

Updated publications available

THE MISSOURI DEPARTMENT of Higher Education has updated several of its free publications designed to help students and their families plan for college.

The Source provides information for high school juniors and seniors about federal and state grant and scholarship programs, student loans, ACT and SAT tests, applying to college and completing the Free Application for Federal Financial Aid. It also includes a list of resources to help students with college and career planning.

The Journey to College Magnet features a calendar for high school seniors filled with tips and reminders related to applying for college and financial aid.

The Source and the *Journey to College Magnets* can be ordered **online**.

Other publications available from the department include:

- *The Smart Approach to Campuswide Retention and Default Prevention Efforts* — information for college administrators and staff about preventing student loan default and increasing student retention.
- *Online MDHE* — a quick reference guide outlining the resources available on the Department of Higher Education's website.



CHECK OUT all the **publications** from the Missouri Department of Higher Education.

Reverse transfer offers Missouri students a new way to earn a degree

Thousands of students in Missouri transfer credit from a two-year college to a four-year university every year, but a new program has some students transferring credit in the opposite direction to earn a degree.

The Missouri Reverse Transfer Program allows students who have earned at least 15 hours of credit at a community college and transferred to a four-year college or university to transfer credit back to the two-year college to qualify for an associate degree.

Following a successful pilot project, the Reverse Transfer Program was launched statewide in September. The program is now offered at all public colleges and universities and participating independent institutions in the state.

Higher education officials say the reverse transfer initiative can benefit students in several ways.

“Earning an associate degree can provide students with more job opportunities and higher pay and help pave the way for continuing their education,” said David Russell, Missouri commissioner of higher education.

Research shows that students who earn an associate degree are more likely to also complete a bachelor’s degree.

Participation in the program is a simple process, officials say. Students must give the four-year institution they are attending permission to share their grade transcripts with the two-year institution they attended.

While the program was designed to be simple for students, streamlining the transcript-sharing process among the state’s college and universities required months of work by a steering committee of officials from Missouri’s two- and four-year colleges and universities.

Twelve higher education institutions tested the system to make sure it worked.



Mark Stone, a student at the University of Missouri-St. Louis, and Amanda Moody, a student at Missouri State University in Springfield, are among the first students in Missouri to receive an associate degree through the state’s Reverse Transfer Program. Stone and Moody attended the statewide launch of the program Sept. 16 in Jefferson City.

“Establishing the Reverse Transfer program required unprecedented collaboration among the state’s two- and four-year colleges and universities,” Russell said. “This type of collaboration benefits Missouri students and our higher education system.”

Steering committee members also developed a plan to inform students about the program. Every college and university created a Web page to explain how the program works. Every campus also appointed a reverse transfer coordinator to assist students who qualify for a reverse transfer degree.

During the pilot project, 50 Missouri students received associate degrees. More than 2,000 students could potentially earn degrees during the program’s initial years.

Two of the first students in Missouri to receive reverse transfer degrees joined higher education officials from

Continued on next page

across the state for a celebration in Jefferson City to officially roll out the program.

Mark Stone received his associate degree from St. Louis Community College. He transferred credit hours from the University of Missouri-St. Louis to meet the requirements for a two-year degree. He currently is working on a bachelor's degree, studying public policy and administration with an emphasis on conflict resolution and foreign policy.

"It felt really good to get a degree," Stone said. "This program is going to help a lot of students achieve their academic goals. I am thrilled to be one of the first participants."

Amanda Moody received a reverse transfer degree from Missouri State University-West Plains. She transferred hours from Missouri State University in Springfield where she continues to work on a degree in secondary education. Since earning her associate degree, she has begun to substitute teach, which allows her to earn extra money while she is in school and provide her with valuable classroom experience.

"Earning this degree has given me the motivation to continue with school to earn my bachelor's degree," Moody said.

Legislation calling for Missouri to create a statewide reverse transfer program was approved by the General



Missouri Commissioner of Higher Education David Russell (left) and Rep. Mike Thomson present Brenda Selman with a plaque recognizing her work as chair of the Missouri Reverse Transfer Steering Committee. Thomson was one of the sponsors of legislation that called for Missouri to create a reverse transfer degree program.

Assembly in 2012. Missouri was one of 12 states that received a grant from the Lumina Foundation in 2012 to establish a reverse transfer program.

For more information, visit the Missouri Reverse Transfer **web page**.

State selected for national reverse transfer project

MISSOURI IS ONE of three states selected to participate in a national reverse transfer project.

The National Student Clearinghouse is working to create a central depository where four-year colleges can send student academic data, which can then be downloaded by two-year colleges for students seeking a reverse transfer degree.

In addition to Missouri, the clearinghouse is working with Texas and Wisconsin to develop

the system. According to the organization, as many as two million students nationwide could be awarded degrees through reverse transfer programs.

"The Clearinghouse Reverse Transfer Project is a major step in improving higher-education outcomes, which will benefit us as

a nation," said Walter Bumphus, president of the American Association of Community Colleges. "More students will get the degrees they deserve. Community Colleges will be recognized for the value they add to education. And by granting more degrees, states will be better positioned to attract new business."



VIEW A VIDEO about Missouri's **Reverse Transfer Program**.

From ‘combat to college’

Helping higher education institutions provide services and support to student veterans

A new guide has been developed to help Missouri colleges and universities meet the needs of student veterans as they transition into the classroom.

Missouri’s Student Veteran Center **Guide** seeks to make the state’s higher education institutions “military friendly” and includes advice for setting up student veteran centers.

Many of Missouri’s colleges and universities are considered military friendly, but Jon Sabala, veterans services director for the Department of Mental Health, would like to see more schools follow suit.

The primary goal for the guide is to encourage higher education institutions to develop a plan to provide support for student veterans.

“Combat to college can be a steep transition,” Sabala said.

Statistics show that veterans using the Post 9/11 GI Bill increased by 51 percent from fiscal year 2010 to 2012. In Missouri, nearly 24,000 veterans received education benefits in 2011. Sabala said there is a strong need for services — especially as the U.S. military downsizes and the number of student veterans on college campuses increases.

Following his own military career, Sabala experienced a tough transition into civilian and student life. In 2012, when the Obama administration outlined “8 Keys to Success” to help the nation’s higher education institutions welcome veterans, Sabala decided to develop a guide specifically for Missouri’s higher education institutions.



Jon Sabala is the veterans service director at the Missouri Department of Mental Health. Sabala worked with Missouri’s higher education institutions and veterans groups to create a guide to help colleges and universities establish student veteran centers on their campuses.

Continued on next page

Officials from public and private community colleges and universities worked alongside representatives from the Missouri Behavioral Health Alliance, Missouri Department of Higher Education and the Missouri Department of Mental Health – Division of Behavioral Health to develop the guide.

Other agencies assisting with the project included the American Legion of Missouri, Missouri National Guard-Family Assistance Center, Missouri Veterans Commission, Missouri Chamber of Commerce and the Missouri Department of Economic Development – Division of Workforce Development.

The guide is designed to help higher education institutions address the unique needs of student veterans. Because of their military experience, veterans can have different needs than traditional college students. The guide outlines four major areas for support: behavioral health, education, employment and social interaction.

Although not all student veterans need behavioral health support, the guide recommends training to help faculty, staff and administrators identify those who may be at-risk and could benefit from counseling or other behavioral health assistance. The guide also offers resources for training and encourages schools to establish a crisis-intervention policy.

Educational support can include developing orientation courses specifically for new student veterans, offering ACE credit for military credit that will count toward college admission and degree requirements, and adopting flexible military-friendly policies. Such policies could include allowing students who have returned from a deployment to pick up where they left off in their education, reducing or waiving some fees and offering in-state tuition without residency requirements for veterans and their dependents.

The guide also contains resources to help student veterans find employment. Sabala said many veterans have families to support, and being financially stable is especially important during the transition to civilian life. Colleges and universities can assist in a number of ways, including establishing a network within the community to assist with employing student veterans.

According to Sabala, one of the most notable differences between traditional college students and student veterans is their need for social support.

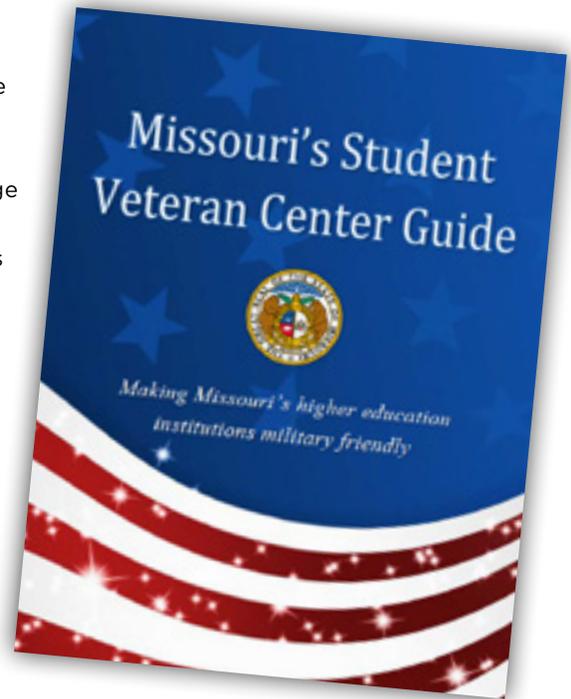
“Being with their peers helps them,” he said. “They are use to being with a team.”

Suggestions for building social support include creating clubs

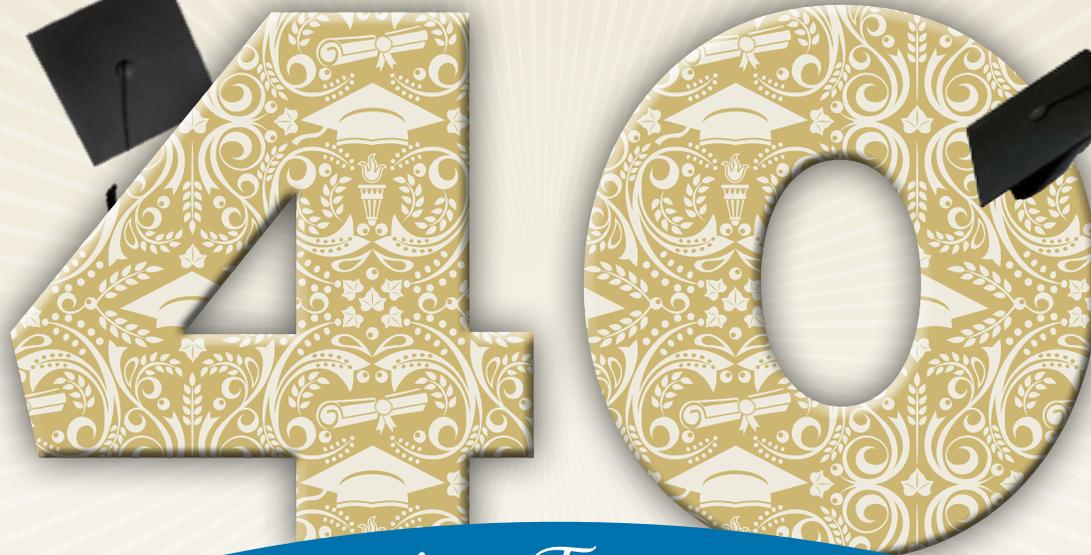
on campus, establishing a space where students who have served in the military can gather and interact, hosting networking events where they can connect with the campus and community, creating a veterans office, and providing a mentoring program specifically for student veterans.

Efforts to help colleges recognize student veterans on their campuses are also in the works. The guide encourages schools to ask students if they have served in the military on college admission forms in order to identify veterans when they first arrive on campus.

Sabala said the guide is a “living document” and will be revised as needed. He plans to review the guide annually to update the resources available to student veterans. Sabala is also available to assist colleges and universities with implementing the ideas in the guide.



FOR MORE INFORMATION about Missouri's Student Veteran Center Guide, contact **Jon Sabala** at 573-418-6835.



Celebrating Four Decades

Coordinating Missouri's Higher Education System

While the origins of postsecondary education in Missouri date back to the 1840s, more than 50 years would pass before a major effort was made to coordinate higher education in the state. That effort eventually led to the creation of a state agency dedicated to higher education in Missouri.

This year marks the 40th anniversary of the Missouri Department of Higher Education. The department was established in 1974 when the Missouri General Assembly approved legislation to reorganize state government. Prior to that time, higher education coordination was a voluntary effort led by several different groups over the course of more than seven decades.

In 1893, representatives from seven colleges and universities met in Sedalia and approved a constitution that established the Missouri College Union. The primary purpose of the union was to raise educational standards

for the state's higher education institutions through interaction among administrators and faculties.

Fifty more years passed before the foundation of Missouri's current higher education governance system was established when Gov. James T. Blair appointed a committee to study the need for postsecondary education in the state.

His reason for creating the committee? Enrollment at Missouri's colleges and universities was surging — increasing 85 percent from 1952 to 1963. Enrollment growth was projected to top 142 percent by 1975. State officials were especially concerned about higher education in Missouri's two largest cities, which at the time were not being served by major public universities.

"As interest in attending college grew, state leaders began to look at how to help more students pursue their higher education goals," said David Russell, Missouri's current commissioner of higher education.

In the midst of Missouri's college enrollment boom, Blair created the Committee on Education Beyond the High School in 1957 to determine the state's capacity to provide opportunities for students to continue their

Continued on next page



education after completing high school. The voluntary committee, representing the senior public colleges and universities in the state, commissioned a series of studies to examine Missouri's higher education needs.

Two years later, Blair established the Governor's Council on Higher Education, yet another group of volunteers representing the state's public colleges and universities. The governor wanted to try out a voluntary system before deciding whether a coordinating board for higher education was necessary.

The council formed a study group to consider options for better serving the higher education needs in the Missouri's urban centers and further explore ideas for improving the statewide coordination of higher education. The study group recommended to the council that new state universities be established in St. Louis and Kansas City and that the new institutions be placed under the direction of the Curators of the University of Missouri, bringing that system to a total of four campuses.

The group also recommended that the state legislature

create a statutory Council on Higher Education to coordinate budgets, missions and planning; set priorities; implement federal education programs; and conduct institutional research.

Members of the General Assembly showed their support by introducing a steady flow of bills to create a permanent agency to coordinate higher education in the state.

The push for a coordinated system was driven by several factors: a rapid increase in student enrollment due to the World War II baby boom, competition for resources to build infrastructure to support faculty and facility needs, increasing emphasis on science education and research, and a growing number of institutions entering the system with their own governing boards and evolving missions.

"These pressing issues pointed to the growing importance of higher education and the need for greater statewide coordination and accountability," Russell said.

Continued on next page

A Look Back

Public Higher Education in Missouri

1839

THE GEYER ACT, the foundation of Missouri's public school system, is passed by Congress.

1841

MISSOURI'S FIRST state-supported university — the University of Missouri — opens, becoming the first state university west of the Mississippi River.

1857

THE ST. LOUIS Board of Education establishes Harris Teachers College, the first public teacher education institution west of the Mississippi.

1862

PRESIDENT Abraham Lincoln signs the Morrill Act, creating the nation's land-grant universities.

1866

LINCOLN University, Jefferson City, is incorporated as the Lincoln Institute, a higher education Institution for African American students.

1867

TRUMAN STATE University, Kirksville, is founded as the North Missouri Normal School and Commercial College.

1870

MISSOURI University of Science and Technology, Rolla, is founded as the Rolla School of Mines.

1871

UNIVERSITY of Central Missouri, Warrensburg, is founded as Normal School, Second District.

1873

SOUTHEAST Missouri State University, Cape Girardeau, is founded as Normal School, Third District.

1890

CONGRESS PASSES a second Morrill Act, which creates what are now known as historically black universities.

A NORMAL SCHOOL for the education of African American teachers opens in St. Louis, becoming Stowe Teachers College in 1929. It joins Harris Teachers College in 1979 to become Harris-Stowe State College. The college earns university designation in 2005.

Missouri Higher Education By the Numbers

- 13** public four-year universities
- 20** public two-year colleges
- 1** public two-year technical college
- 26** independent colleges and universities
- 150+** proprietary and private career schools
- 450,000+** students
- \$107 million** in state financial aid awarded to more than 70,000 students during 2013–2014



Governor John M. Dalton and the members of the 72nd General Assembly wasted little time acting on the study group's recommendations, and the Missouri Commission on Higher Education was formed in 1963. The creation of the commission marked the state's first attempt to coordinate higher education and formally recognized the need to establish a more definitive relationship among Missouri's institutions of higher learning.

The 10 members of the Missouri Commission on Higher Education were appointed by the governor with the advice and consent of the Senate. The General Assembly also established a protocol for approval of annual appropriations to support higher education's urgent capital needs. One of the most important mandates of the law required the commission to develop a coordinated plan for higher education in the state.

Continued on next page

A Look Back

Public Higher Education in Missouri

1905

MISSOURI State University, Springfield, is founded as the Missouri State Normal School, Fourth District

NORTHWEST Missouri State University, Maryville, is founded as the Northwest Normal School, Fifth District.

1915

MISSOURI Western State University, St. Joseph, is founded as St. Joseph Junior College.

KANSAS CITY Polytechnic Institute, which later evolves into Metropolitan Community College, begins offering postsecondary classes.

1922

MINERAL AREA College opens as Flat River Junior College in what is now Park Hills.

1925

NORTH CENTRAL Missouri College opens as Trenton Junior College.

1927

MOBERLY Area Community College opens as Moberly Junior College.

1933

UNIVERSITY of Missouri-Kansas City is founded as the University of Kansas City, a private institution.

1937

MISSOURI Southern State University, Joplin, is founded as Joplin Junior College.

1957

GOV. JAMES T. Blair appoints a statewide Committee on Education Beyond the High School.

1959

GOV. BLAIR creates the Governor's Council on Higher Education, a voluntary council representing the senior public colleges and universities in the state.

1961

STATE Technical College of Missouri is founded as Linn Technical Junior College to provide two-year vocational/technical programs to meet employment needs.

1962

ST. LOUIS Community College opens.

1963

CROWDER College opens in Neosho and Jefferson College opens in Hillsboro open.



In 1971, the State Reorganization Commission of Missouri submitted to the governor and the General Assembly a plan to completely restructure the executive branch of government. The following year, an amendment to the Missouri Constitution authorized the establishment of the Missouri Coordinating Board for Higher Education.

The board's nine members are appointed to six-year terms by the governor and confirmed by the state Senate.

In 1974, the Missouri General Assembly approved the Omnibus Reorganization Act to streamline state government, creating 13 state departments — including the Department of Higher Education, which serve as the administrative arm of the coordinating board.

The responsibilities of the department have evolved through the years. In addition to working with Missouri's public colleges and universities, department officials administer programs that also impact a number of the state's independent higher education institutions. In

addition, the board certifies proprietary and private career schools operating in Missouri.

For the past four decades, the board and the department have served Missouri by developing, coordinating and implementing a plan for how the state's higher education system can effectively and efficiently provide high-quality postsecondary education opportunities for students and help meet the state's workforce needs.

"While Missouri's higher education environment is quite different now from when state leaders began to consider a coordinated plan for higher education, some of the issues we face today are strikingly similar," Russell said. "Our colleges and universities have experienced a sizable growth in enrollment in recent years and are competing for limited resources. Higher education is more important than ever."

A Look Back

Public Higher Education in Missouri

1963

THE MISSOURI

Commission on Higher Education, consisting of 10 members appointed by the governor, is established by Gov. John M. Dalton and the 72nd General Assembly.

UNIVERSITY of Missouri-St. Louis is founded, and the private University of Kansas City is renamed the University of Missouri-Kansas City; both are brought into the public university system.

1966

THREE RIVERS Community College opens in Poplar Bluff.

1968

EAST CENTRAL College opens in Union, and State Fair Community College opens in Sedalia.

1972

AN AMENDMENT to the Missouri constitution authorizes the establishment of the Missouri Coordinating Board for Higher Education.

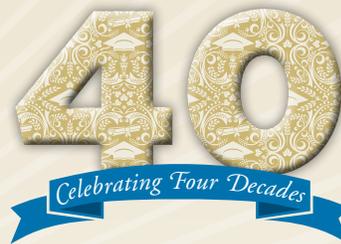
THE MISSOURI

Commission on Higher Education recommends that oversight of junior colleges be transferred from the State Board of Education to the Commission. The transfer of oversight is approved by the General Assembly in 1973 and becomes effective in 1974.

1974

THE MISSOURI General Assembly approves the Omnibus Reorganization Act to streamline state government, creating 13 state departments, including the Department of Higher Education. The Coordinating Board for Higher Education holds its first meeting.

**Two additional community colleges opened following the creation of the Department of Higher Education in 1974: St. Charles Community College in 1987 and Ozarks Technical Community College in 1990.*



Department Responsibilities

Missouri's Coordinating Board for Higher Education and Department of Higher Education coordinate a plan that focuses on how the state's postsecondary education system can effectively and efficiently provide higher education to students in Missouri. The department's major functions include:

Fiscal

- Coordinates and submits a unified higher education budget request for Missouri's public higher education institutions.
- Reviews tuition rates set by the state's public colleges and universities and oversees tuition stabilization under the Higher Education Student Funding Act, approved by the Missouri General Assembly in 2007.

Planning

- Develops and implements a coordinated plan for higher education.
- Reviews the missions of Missouri's public colleges and universities.
- Collects and analyzes higher education data and prepares reports.
- Coordinates performance funding for higher education and establishes institution-specific performance measures.

Academic Programs

- Approves new academic degree programs offered by Missouri's public colleges and universities.
- Approves off-site programs offered by public higher education institutions.
- Facilitates the reverse transfer of college credit.
- Maintains a library of courses that transfer among all public and participating independent institutions.
- Develops and promotes best practices in remedial education and other programs that aim to improve college completion rates.

College Access

- Conducts programs and provides publications about planning and paying for college to Missouri students and their families.
- Coordinates programs to assist students with applying for federal and state financial aid and completing college applications.
- Administers the Default Prevention Grant Program and promotes financial literacy programs to provide information to students about making responsible financial decisions.

Institutional Relationships

- Coordinates agreements with out-of-state higher education institutions to reduce cost of attendance for Missouri students.
- Promotes the development of cooperative agreements between public four-year institutions that

allow those with graduate degrees programs to offer those programs on the campuses of four-year public institutions that do not have graduate degree programs.

- Conducts binding dispute resolution for colleges and universities.

Financial Aid

- Administers grant and scholarship programs for undergraduate and graduate students, including the A+ Scholarship, Bright Flight Scholarship and Access Missouri Grant programs. The department disbursed approximately \$107 million in state financial aid to more than 70,000 students during fiscal year 2013.

State Guaranty Agency for Student Loans

- Administers the Missouri Student Loan Program. Although the department no longer guarantees new loans issued by the federal government, it continues to service and maintain its existing portfolio of outstanding guaranteed loans that totaled approximately \$2.4 billion in Fiscal Year 2013.

Proprietary Schools

- Certifies and oversees more than 150 proprietary schools. The central focus of the department's Proprietary School Certification Program is consumer protection for students who attend the schools.

UMSL sets new record for gifts and pledges

DONORS TO THE UNIVERSITY OF MISSOURI-ST. LOUIS have set a new fundraising record for the institution, contributing a total of \$31.2 million during fiscal year 2014.

Outpacing the previous year's total by about \$10 million, the donations include gifts and pledges made to the university. Vice Chancellor for University Advancement Martin Leifeld called the increase an encouraging sign of support among alumni and friends.

Leifeld noted that eight of UMSL's nine gifts of more than \$1 million

came from individuals — another single-year record for UMSL.

Scholarship support also grew dramatically. Donors helped create 70 new scholarship funds, directing a total of \$3.5 million in gifts and pledges toward financial aid that directly impacts students. UMSL's Opportunity Scholars Program received a \$1 million anonymous gift — bringing to \$7.2 million the total raised since the program's inception in 2011.

Other contributions include \$3.2 million for faculty and

academic programs, nearly \$6 million for a new business college building and \$2 million for the St. Louis Mercantile Library.

The merger of the St. Louis Beacon online news site with UMSL's St. Louis Public Radio also contributed to the record-breaking numbers, with more than \$3 million raised to support the integration of the two media outlets.

More than 400 faculty and staff contributed funds totaling nearly \$1.9 million to the university.

MCCA executive director takes MU leadership position

MISSOURI COMMUNITY COLLEGE ASSOCIATION

Executive Director Zora Mulligan is leaving the organization for a position with the University of Missouri System. Mulligan was appointed chief of staff by University of Missouri System President Tim Wolfe in September.

"I'm really excited about this new opportunity, but I'm also going to miss MCCA," Mulligan said. "It's a tight-knit group, and we've worked together very closely during the four years I've been with the association."

Mulligan said her proudest accomplishment during her tenure with MCCA was securing the MoWINs grants that have brought \$55 million into the state and have provided training to 5,500 Missourians.

"Many of these people had either never attempted college before or had tried and failed," Mulligan said. "Today they've got certificates that show they're ready for work in health services and health sciences,

manufacturing, and other STEM fields. It's a real honor to have been part of projects that have had such an impact on people's lives."

In her new position, Mulligan will have a leadership role in the university's strategic planning process and serve as a liaison between the office of the president and the university's general officers and board of curators. Her appointment was effective Oct. 20.



Zora Mulligan

Renovations planned at MU's College of Engineering

MISSOURI'S BOARD of Public Buildings has approved \$38.5 million in bonds to finance the renovation of Lafferre Hall at the University of Missouri College of Engineering in Columbia.

In addition to making needed repairs to outdated and deteriorating portions of the facility, the project also will provide additional state-of-the-art classroom and lab space to keep pace with enrollment growth and prepare more Missourians for high-paying jobs in science, technology, engineering and math (STEM) fields.

The project will renovate portions of Lafferre Hall built in 1935 and 1944. In addition to repairing masonry and replacing windows and roofs, the area will be renovated to include experiential teaching

and learning labs along with space for computer labs and a student machine shop.

Currently, classroom and lab space at the college is limited. The renovations will produce an additional 20,000 square feet of research space for engineering disciplines including electrical and computer engineering, chemical engineering and mechanical and aerospace engineering. The University of Missouri estimates the project will provide space for 3,300 students and eliminate more than \$15 million in deferred maintenance.

Senate Bill 723, signed into law earlier this year, increased the amount of bonds that can be issued by \$200 million. The proceeds from the bonds can be used for the repair or renovation of existing

public higher education buildings and facilities. House Bill 2021 appropriated \$38.5 million for the planning, design and construction of strategic renovations and additions to Lafferre Hall.

To allow the project to move forward, Gov. Jay Nixon released \$2.5 million in general revenue for payment of debt service on the bonds and \$38.5 million in Board of Public Building bond funds for the actual costs of the project.

The renovations are set to begin in early 2015 with a goal of completing the project in December 2016. The renovated building will be open for classes for the Spring 2017 semester.

SEMO reaches record fundraising levels

SOUTHEAST MISSOURI STATE UNIVERSITY reached a record level of fundraising through the Southeast Missouri University Foundation's "Honoring Tradition, Inspiring Success" comprehensive campaign.

The campaign, which focuses on financially supporting students, has raised more than \$45 million in support of scholarships, programs and renovations. Nearly 200 new scholarships were established during the campaign.

The foundation now has 700 endowed scholarships — also an all-time record — that provide \$1.5 million in financial support to students.

Last fall, SEMO President Ken Dobbins issued a challenge to alumni and friends to help raise the final \$10 million of the campaign. Since then, more than \$15 million has been raised. The campaign will continue through June 30, 2015.

New grant will help train workers in STEM fields

A \$19.7 MILLION GRANT has been awarded to Missouri's 12 community colleges and the State Technical College to help train an estimated 1,900 workers for careers in science, technology, engineering and math (STEM) fields.

The Missouri Department of Economic Development and the state's Workforce Investment Boards worked with the schools to apply for the federal grant, awarded by the U.S. Department of Labor Trade Adjustment Assistance Community College and Career Training grant program.

The grant will fund the MoSTEMWINS program, which will train Missourians for jobs in transportation, manufacturing, information technology, health services/health sciences and science support. The colleges are

focusing on STEM jobs because of their importance to the state's strategic plan for economic growth and the long-term employment opportunities they offer.

This is the third federal grant awarded to the state's community colleges in recent years to provide expanded career training. In 2011, Missouri received a \$20 million grant to fund MoHealthWINS, a program to train workers for health care positions. In 2012, the state received a \$17.9 million grant for MoManufacturingWINS, which prepares students for high-demand careers in advanced manufacturing.

So far, those two programs have provided training to nearly 5,500 Missourians — many who previously were unemployed — in order to help them acquire new job skills.

Missouri S&T research key to innovative bridge project

RESEARCH CONDUCTED at the Missouri University of Science and Technology was a key component in the construction of one of the nation's first bridges to be built with an innovative concrete mix that increases the structure's strength and is expected to reduce maintenance costs.

The bridge, part of the Highway 50 expansion in Osage County, opened this fall.

Dr. John J. Myers, a professor of civil, architectural and environmental engineering at Missouri S&T worked with the Missouri Department of Transportation and Missouri S&T's National University Transportation Center on the project. Myers has spent the past decade studying and

testing high-strength concrete and other innovative concrete systems.

The concrete mix was used for the bridge's girders and support structure. Myers said he and his team expect the material to have an extended life compared to conventional concrete because of the material's improved durability.

Concrete typically has four key components: portland cement, water, fine aggregate-like sand and coarse aggregate or rock. In the high-strength self-consolidating concrete, the coarse aggregate is finer, and chemical mixtures are added to increase its flow rate.

"It's a more efficient use of the material," Myers said. "With its increased strength, it can extend a

span's length by 20 percent or more."

The bridge project included the innovative concrete and traditional concrete so the two materials can be studied side by side. By incorporating more than one type of concrete in a single project, the exposure conditions — including salt, temperature and other weather elements — are all identical, Myers said.

Sensors have been embedded into the material, allowing researchers to monitor any differences as they occur. The bridge also includes instrumentation that will allow the research team to collect important data during load testing and normal conditions.

Missouri selected for grants to expand innovative higher education programs

GOV. JAY NIXON announced in September that \$2 million in grants from a national nonprofit organization will help provide more Missouri students an opportunity to earn a college degree and strengthen the state's position as a national leader in higher education affordability and innovation.

USA Funds selected Missouri to receive two \$1 million grants to expand the state's Innovation Campus initiative and provide greater access to competency-based education. The grants will help fund programs that accelerate degree completion, reduce college costs and prepare students for high-demand fields.

In 2012, the Innovation Campus Program was created to establish partnerships among local high schools, community colleges, four-year colleges and universities, and area businesses. The goal of the program is to train students for career opportunities in high-demand fields while reducing the time it takes to earn a college degree and decreasing student debt. Originally developed at the University of Central Missouri in Warrensburg, Innovation Campus programs are underway in Cape Girardeau, Jefferson City, Joplin, Lee's Summit, Rolla, Springfield, St. Charles, St. Joseph and St. Louis.

Through a \$1 million grant, USA Funds will help up to three Missouri institutions either expand an existing



Innovation Campus or launch a new initiative.

In addition, USA Funds will award \$1 million to help four-year universities implement competency-based models and align their curricula more directly with the needs of employers. Institutions offering competency-based degree programs allow students to advance based on the knowledge and skills they demonstrate, rather than the time they spend in class. This

model aims to help students earn a college degree at an affordable cost because they do not have to take courses on subjects they have already mastered.

USA Funds is a nonprofit corporation that works to enhance preparation for, access to and success in higher education through philanthropic activities and partnerships, policy research, programs and services. Learn more at usafunds.org.

Central Methodist breaks ground for new Allied Health building

OFFICIALS FROM CENTRAL METHODIST UNIVERSITY

broke ground Aug. 1 on a \$6.5 million allied health building project, the first phase of a \$20 million fund drive.

University officials aim to complete “The Campaign for the Heart of Central” in five years, according to CMU President Roger D. Drake.

While there are four main components to the campaign — the second largest in the university’s history — the new 25,000-square-foot allied health building is its centerpiece. Construction began immediately, and CMU officials plan to have it open by the start of the Fall 2015 semester.

The allied health facility will be home to CMU’s nursing and athletic training programs, providing quality facilities and enabling growth in those high demand programs. CMU is also developing occupational therapy assistant and physical therapy assistant programs to be based in the new building.

Upon completion of the allied health facility, and as the fund drive allows, CMU will begin an \$8.5 million renovation to the Stedman Hall of Sciences. Renovation details and a timetable for the initiative will be determined as the campaign progresses, Drake said.

Stedman Hall is one of the most heavily utilized buildings on campus. Renovations will enhance the university’s biology, chemistry, computer sciences, environmental science, marine biology, mathematics and physics programs, including general classroom space and labs.

Another \$2 million of the campaign will target the Central Annual Scholarship Fund to meet student needs for financial assistance.

The fourth element of the campaign is a \$3 million increase to the university endowment — the fund from which CMU draws earnings to help support its activities. The endowment currently stands at approximately \$36 million.

UM System awards \$250,000 for collaborative course-sharing

A TOTAL OF \$250,000 was awarded to University of Missouri faculty to fund the development of 34 inter-campus courses that allow faculty members to share their expertise. The course-sharing objective is to increase options for students, provide opportunities for faculty-development leaves and expand departmental offerings.

UM System President Tim Wolfe said the collaboration is crucial for

organizations like the system’s four campuses and health care system.

In the past, one of the major obstacles to course sharing involved students from one UM campus taking courses from another UM campus, resulting in the home campus losing tuition fees. The course-sharing program addresses the issue by differentiating between the host and home campus. The initiative was designed to create

an innovative method for course sharing that overcomes the fee barrier and increases the effective use of collaborative resources.

The initial effort involved more than 23 academic departments or schools on all four UM campuses, including nursing, physics, English, history, sociology, engineering, education, biology, social work, accounting and philosophy.

An international view

A PHOTO CONTEST held earlier this year for international students studying at Missouri colleges and universities and Missouri students studying abroad received more than 225 entries submitted by 138 students representing 13 Missouri college and universities. The grand prize photo (bottom) was taken by Kaylan Jones, a student at Missouri Southern State University studying in Paris. The first place photo in the international student category (left) was taken by Katrin Hackenburg, a student from Germany studying at St. Louis Community College. The first place photo in the study abroad category (right) was taken by Matthew Holland, a student at Missouri Southern State University, studying in Rothenburg ob der Tauber, Germany. The photography contest is sponsored annually by the Study Missouri Consortium, a group of more than 40 colleges and universities that promote international education and study abroad opportunities for Missouri students. For more information, visit the Study Missouri **website**.

