Annual Report
Fiscal Year 2015

Missouri Department of Higher Education
Building Missouri's Future By Degrees

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Fiscal Year 2015

MDHE™
Missouri Department of Higher Education

Building Missouri's future... by degrees®

Vision:

Missouri will be a national leader in providing high-quality postsecondary education that will equip Missourians with the personal and professional skills to succeed in the 21st century.

Mission:

The Coordinating Board for Higher Education and the Missouri Department of Higher Education will collaborate with stakeholders to deliver a coordinated postsecondary education system that provides accessible, affordable and innovative education that supports economic growth, enhances civic engagement and improves the quality of life for all Missourians.

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On the cover: *The Missouri Department of Higher Education Student Ambassadors, a group of Missouri college students, are featured in publications produced by the department to provide information to high school students about planning and paying for college.*

Coordinating Board for Higher Education

Betty Sims, Chair
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Poplar Bluff

Carolyn Mahoney, Ph.D.
Jefferson City

Commissioner of Higher Education
David R. Russell, Ph.D.

Missouri state law (section 173.040, RSMo) defines the annual reporting requirements of the Coordinating Board for Higher Education. The report is to include:

- A statement of the initial coordinated plan for higher education in Missouri, together with subsequent changes and implementations;

- A review of recent changes in enrollments and programs among institutions of higher education in the state;

- A review of requests and recommendations made by the coordinating board to institutions of higher education in accordance with section 173.030 and of the college's or university's response to requests and recommendations, including noncompliance therewith;

- The coordinating board's recommendations for development and coordination in state-supported higher education in the forthcoming biennium, within the context of the long-range coordinated plan;

- The coordinating board's budget recommendations for each state-supported college or university for the forthcoming biennium; and

- The campus-level data on student persistence and a description, including the basis of measurement, of progress toward implementing revised remediation, transfer and retention practices under subdivisions (6) and (8) of subsection 2 of section 173.005.

Message from the Chair

The Coordinating Board for Higher Education and the Missouri Department of Higher Education are pleased to present the annual report for Fiscal Year 2015. This report, submitted to the Governor and the General Assembly in accordance with Missouri state law, provides a summary of the actions and activities of the board and the department from July 1, 2014 to June 30, 2015.

The percentage of Missourians with a degree or certificate continues to increase. Now, more than half the state's working-age adults have earned a postsecondary education credential. The gains we have made are moving Missouri closer to achieving its Big Goal for Higher Education – for 60 percent of working-age adults to have a degree or certificate by 2025 and to provide Missourians with the knowledge and skills they need for the future.

Betty Sims

During Fiscal Year 2015, the Coordinating Board and the department saw progress in a number of areas to help more students earn a degree.

- The Missouri Reverse Transfer Program, which allows students to transfer credit from a four-year university to a community college to receive an associate degree, was launched statewide.

- Nine colleges and universities attended Missouri's second Completion Academy to continue their work on developing and implementing strategies to help more students complete a degree program.

- Over 150 higher education administrators and faculty attended Missouri's first Mathematics Summit to develop strategies to help more students succeed in college-level math courses.

- The department awarded more than $110 million in state financial aid through more than 71,000 individual scholarships and grants to assist students with the cost of higher education.

- The department provided publications and presentations about planning and paying for college to thousands of students and their families across the state.

- College Application Week helped more than 8,000 students apply to college, and FAFSA Frenzy events assisted more than 1,500 students and their families with filling out the Free Application for Federal Student Aid.

More information about these and other department programs and initiatives is included in this report.

In December 2014, the Coordinating Board and department began a year-long process to develop a new coordinated plan for higher education. A 36-member steering committee participated in nine public hearings held across the state to gather information for the development of the plan. It was a pleasure working with the steering committee and hearing from the citizens of Missouri as we discussed our state's higher education needs. The plan will be presented to the Coordinating Board for approval in December 2015.

We look forward to implementing the new plan in the coming year to help further increase the percentage of Missourians earning a college degree.

Betty Sims
Chair
Missouri Coordinating Board for Higher Education
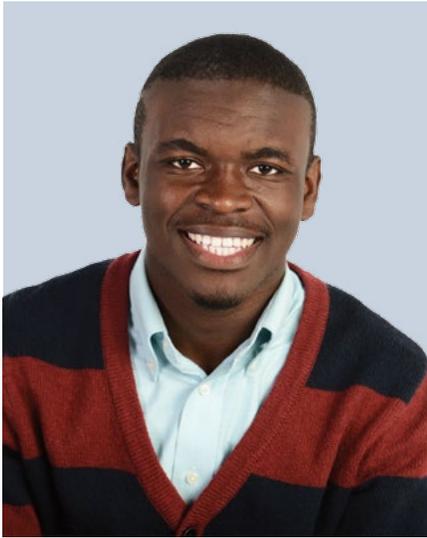
Brian Barlay
St. Louis Community College

"Community college is a great way to start if you don't really know what you want to do with your life."

Imperatives for Change

Missouri's coordinated plan for higher education, *Imperatives for Change: Building a Higher Education System for the 21st Century*, has guided policy and accountability for the Department of Higher Education since 2008.

The plan, developed in coordination with the presidents and chancellors of Missouri's colleges and universities and other major stakeholders, focuses on three main goals:

- Increase educational attainment
- Produce a globally competitive workforce
- Increase shared responsibility for investment, stewardship and accountability

The plan is based on 10 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 his or her 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.

The entire *Imperatives for Change* plan is located in Appendix A.

In December 2014, the Department of Higher Education began work on a new coordinated plan for Missouri's higher education system. The plan will be presented to the Coordinating Board for approval in December 2015.
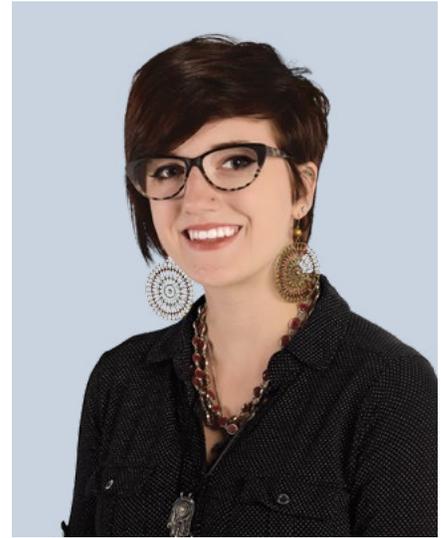
Adrienne Luther
University of Missouri

"I knew college would help better prepare me for the workforce and provide enlightenment to better grasp exactly what my strengths are and what I really love to do. After four years, I imagine college will allow me to do what I love better and more professionally."

Celena McElroy
*Missouri University of Science
& Technology*

**"My advice to
everyone is to
never ever give
up. Hard doesn't
mean impossible."**

Enrollment and Programs

The Department of Higher Education collects information annually about student enrollment in Missouri's public and independent colleges and universities.

As of Fall 2014, the state's public postsecondary education institutions enrolled 252,909 students, representing a full-time equivalent enrollment of 184,305 students. The state's independent institutions enrolled 132,048 students, representing a full-time equivalent enrollment of 94,035 students.

Total head-count enrollment decreased by more than 4,000 students or 1.1 percent from Fall 2013 to Fall 2014, and full-time equivalent enrollment increased by about 2,100 students, or 0.8 percent.

Head-count enrollment at Missouri's public postsecondary institutions has decreased by 2.9 percent since 2011. Full-time equivalent enrollment also has decreased by 2.9 percent during the past three years.

Head-count enrollment

	2011	2012	2013	2014	Percent change 2011-2014	Percent change 2013-2014
Independent institutions	135,159	135,552	134,219	132,048	-2.3%	-1.6%
Independent (not-for-profit) four-year	133,946	134,744	133,354	131,210	-2.0%	-1.6%
Independent (not-for-profit) two-year	1,213	808	865	838	-30.9%	-3.1%
Public institutions	260,524	257,025	254,907	252,909	-2.9%	-0.8%
Public four-year	147,073	148,440	149,425	153,346	4.3%	2.6%
Public two-year	113,451	108,585	105,482	99,563	-12.2%	-5.6%
Statewide public and independent institutions	**395,683**	**392,577**	**389,126**	**384,957**	**-2.7%**	**-1.1%**

Full-time equivalent enrollment

	2011	2012	2013	2014	Percent change 2011-2014	Percent change 2013-2014
Independent institutions	96,112	96,422	90,407	94,035	-2.2%	4.0%
Independent (not-for-profit) four-year	95,288	95,961	90,064	93,546	-1.8%	3.9%
Independent (not-for-profit) two-year	824	461	343	489	-40.7%	42.6%
Public institutions	189,731	186,874	185,767	184,305	-2.9%	-0.8%
Public four-year	116,144	116,625	117,225	119,925	3.3%	2.3%
Public two-year	73,587	70,249	68,542	64,381	-12.5%	-6.1%
Statewide public and independent institutions	**285,843**	**283,296**	**276,174**	**278,340**	**-2.6%**	**0.8%**

First-time, full-time, degree-seeking undergraduate enrollment

	2011	2012	2013	2014	Percent change 2011-2014	Percent change 2013-2014
Independent institutions	11,084	11,175	11,087	11,168	0.8%	0.7%
Independent (not-for-profit) four-year	10,787	11,066	10,963	10,953	1.5%	-0.1%
Independent (not-for-profit) two-year	297	109	124	215	-27.6%	73.4%
Public institutions	39,167	37,294	35,574	36,062	-7.9%	1.4%
Public four-year	20,167	20,023	19,629	20,620	2.2%	5.0%
Public two-year	19,000	17,271	15,945	15,442	-18.7%	-3.2%
Statewide public and independent institutions	**50,251**	**48,469**	**46,661**	**47,230**	**-6.0%**	**1.2%**

Dalton Caples
*Metropolitan Community
College – Maple Woods*

**"I just love sitting
in a lecture,
learning about
how everything
works and
having a better
understanding
of how the world
around me is put
together."**

Proprietary School Certification and Enrollment

The Department of Higher Education oversees operating standards for proprietary schools to ensure students are treated fairly and receive education and training consistent with the published objectives of the schools. Certified schools provide education and training in more than 3,000 degree and certificate programs.

During Fiscal Year 2015, department staff renewed the certification of 131 existing institutions, received 105 application requests, certified 18 schools to operate, granted exemption from certification standards to six schools, denied recertification to three schools and monitored the closing of 17 certified schools.

Overall, enrollment at proprietary schools certified by the department declined significantly in all categories in Fiscal Year 2015. The number of students enrolled in Missouri private career schools decreased 35 percentage points from 71,743 to 46,820 from the previous year. The number of students enrolled in non-Missouri degree-granting schools (regionally accredited schools offering instruction in Missouri) decreased from 10,937 to 8,153. The decline is, in part, the result of the relocation or termination of operations of some institutions in this category. Additionally, proprietary distance education institutions certified to recruit in Missouri experienced a decrease in the number of students enrolled from 12,295 in 2013 to 8,973 in 2015.

Numerous factors play a role in the decline. During challenging economic times, many individuals choose to return to school to enhance their postsecondary credentials. A stronger economy leads to more people choosing to enter or re-enter the workforce and to put off additional education. Another component is the onset of additional federal regulations focusing on the proprietary school industry that may have led some schools to become more selective in their enrollment policies or to reduce the number of program offerings.

Although enrollments declined in Fiscal Year 2015, overall completions slightly increased from 18,255 to 18,543.

Missouri Private Career Schools
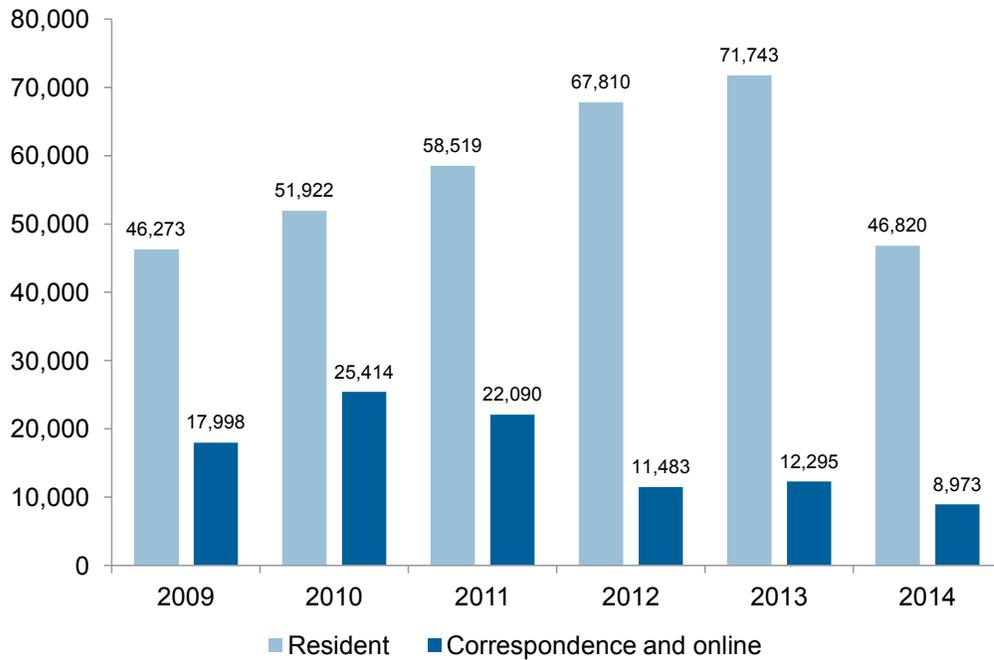
Year	Resident	Correspondence and online
2009	46,273	17,998
2010	51,922	25,414
2011	58,519	22,090
2012	67,810	11,483
2013	71,743	12,295
2014	46,820	8,973

■ Resident   ■ Correspondence and online

Non-Missouri Degree-Granting Schools

(Regionally accredited schools offering instruction in Missouri)

Year	Value
2009	7,326
2010	8,469
2011	12,042
2012	11,899
2013	10,937
2014	8,153
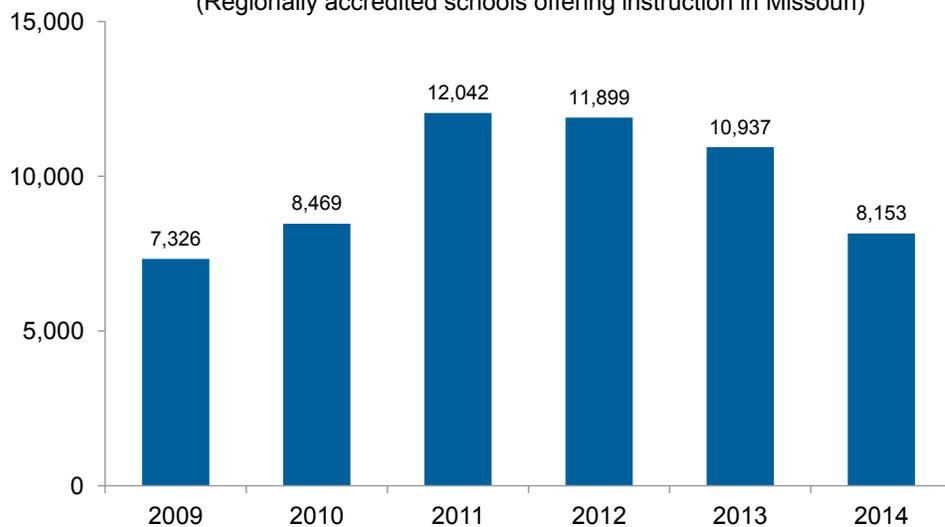
Higher Education Program Actions

The Department of Higher Education facilitates the approval of new academic programs, changes to existing programs and the off-site delivery of existing programs by public higher education institutions. The department also reviews and offers comment on program actions at independent institutions.

The Coordinating Board for Higher education has statutory responsibility to approve the establishment of residence centers and the off-site delivery of existing programs and monitor course delivery at instructional sites.

The following charts summarize the number of programs added, deleted, inactivated, withdrawn and conducted off-site during Fiscal Year 2015. More detailed information about new programs at public and independent institutions, as well as new off-site locations approved, is provided in Appendix D.

Public institutions

Action	Certificate	Associate	Baccalaureate	Graduate	Total
Deleted	29	8	2	5	44
Inactivated	8	5	4	1	18
Program changes*	28	48	24	36	136
New	86	24	27	23	160
Off-site	11	4	3	7	25
Programs withdrawn	0	0	0	0	0

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

Independent institutions

Action	Certificate	Associate	Baccalaureate	Graduate	Total
New	3	3	29	12	47
Deleted	0	2	9	2	13
Off-site	1	1	2	3	7

Strategic Initiatives

During Fiscal Year 2015, the Department of Higher Education focused on a number of initiatives aimed at improving higher education in the state including:

- Improving access to higher education
- Reducing remediation rates
- Streamlining transfer of college credit
- Increasing degree attainment

Missouri's Big Goal

Percentage of working-age adults in Missouri with a degree or certificate

	2010	2011	2012	2013	2014
	48.3%	48.9%	49.1%	50.1%	50.6%

The number of working-age adults in Missouri with a degree or certificate continues to grow. About 38.1 percent of adults in the state had an associate or bachelor's degree in 2014. When individuals with a professional certificate were included, the number totaled about 50.6 percent.

The state has set a goal – Missouri's Big Goal – for 60 percent of adults to have a certificate or degree by 2025. By 2018, approximately 60 percent of all jobs in Missouri will require some form of postsecondary education – a professional certificate or a two-year, four-year or advanced degree.

Missouri's BIG GOAL FOR HIGHER EDUCATION

In order to reach the 60-percent goal, Missouri must increase its annual production of degrees and certificates by about 2,900 degree each year. The Department is focusing its efforts in several areas to further increase the number of Missourians with a degree.

- Accessibility – improve college readiness and make higher education opportunities available to all students across the state.
- Affordability – keep the cost of college within reach for Missouri families.
- Quality – ensure students acquire the knowledge and skills they need for a rapidly changing world and workplace.
- Completion – help students stay the course to finish a certificate or degree program.
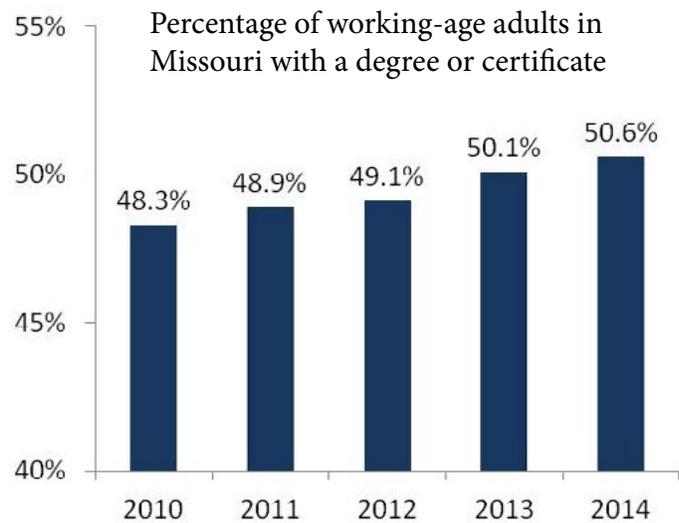
Kiona Hughes-Sinks
Central Methodist University

"Always remember, your life and your education matter. Let nothing get in the way of you taking the first steps to attain a college degree."

Performance Funding

In 2011, Gov. Jay Nixon directed the Department of Higher Education to develop a formula to allocate future funding increases to higher education institutions according to their performance. A task force, appointed by the commissioner of higher education, developed a performance funding model in 2012 based on five performance indicators. Each higher education institution could earn one-fifth of its available performance funding by demonstrating success for each one of its five performance measures.

Fiscal Year 2014 marked the first year Missouri's public higher education institutions received a portion of state funding based on the new performance funding model. During the 2014 legislative session, performance funding was codified in state statute, with at least 90 percent of new core funding distributed through the CBHE performance funding model and no more than 10 percent distributed through an equity formula developed by each institutional sector. The legislation also directed public institutions to develop a sixth performance item "to measure student job placement in a field or position associated with the student's degree level and pursuit of a graduate degree." The development of this additional measure is ongoing.

Performance funding indicators established for Missouri's public four-year colleges are:

- Student success and progress – freshman to sophomore retention or first-time, full-time freshman completing 24 credit hours during their first academic year.
- Increased degree attainment – the total number of degrees awarded or the six-year graduation rate.
- Quality of student learning – improvements in assessments of general education or major field of study or improvements on professional/occupational licensure tests.
- Financial responsibility and efficiency – the percent of total education and general expenditures on the core mission of the college or university or the increase in education revenue per full-time student at or below the increase in the Consumer Price Index.
- An institution-specific measure approved by the Coordinating Board for Higher Education.

Missouri Performance Funding

■ 2-year instituions   ■ 4-year institutions
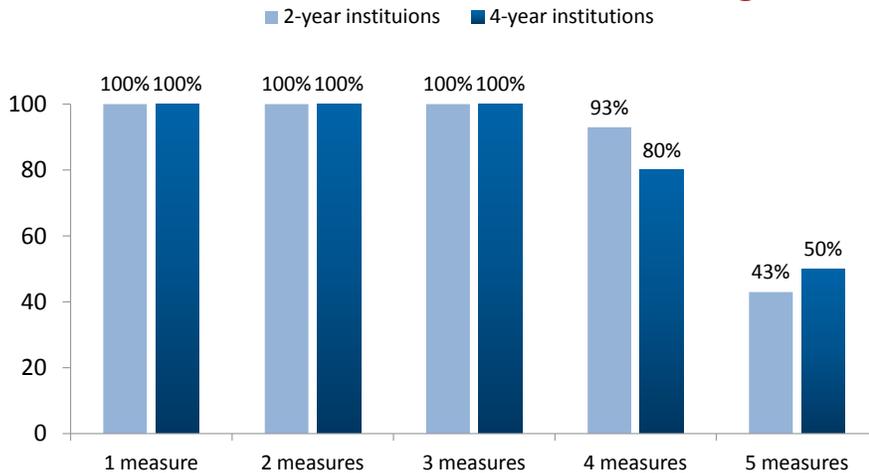
Minimum number of performance measures met by colleges and universities- Fiscal Year 2014

Jessie Jean Walter
Missouri Western State University

"I think Missouri has a lot to offer on an educational level. Not only are the academics up to standard, we also have numerous scholarships."

Indicators established for Missouri's public two-year colleges are:

- Three-year completion rate for first-time, full-time entering students.
- Percentage of developmental students successfully completing their last developmental English course and first college-level English course.
- Percentage of developmental students successfully completing their last developmental math course and first college-level math course.
- Percentage of career/technical students who pass their required licensure/certification examination.
- An institution-specific measure approved by the Coordinating Board for Higher Education that addresses financial responsibility, efficiency and affordability.

The performance measures are evaluated based on a three-year rolling average. Success for each measure is defined as improvement over each institution's performance from the previous year or, when applicable, maintenance of a high level of performance in relation to a previously established threshold.

For Fiscal Year 2015, all of Missouri's four-year public universities met at least three performance measures; 80 percent met four measures; and 50 percent met five measures. All of Missouri's two-year public colleges met at least three performance measures; 93 percent met four measures; and 43 percent met all five measures.

Kyle Pereira
*Metropolitan Community
College – Blue River*

**"No college is
out of reach. You
should do it, no
matter how scary
or hard it sounds.
It will be one of the
most life-changing
experiences."**

Programs, Policies and Reports

During Fiscal Year 2015, the Department of Higher Education continued its work to implement legislation (House Bill 1042) approved in 2012. The legislation established policy to help remove barriers to postsecondary graduation and improve college degree completion rates.

The legislation called on the Coordinating Board for Higher Education to:

- Require all public higher-education institutions to identify and implement best practices in remedial education.

- Create a core transfer library of a least 25 lower-division courses that are transferable among all public higher education institutions

- Develop a reverse transfer policy among the state's two- and four year colleges and universities.

Developmental Education

House Bill 1042 requires all Missouri public two-year and four-year institutions of higher education to replicate best practices in remedial education. The department worked with the Task Force on College and Career Readiness to research best practices in remedial education and to develop a policy based on those practices. The "Principles of Best Practices in Remedial Education" policy was the result of this effort, and the policy was approved by the Coordinating Board for Higher Education in September 2013.

In crafting the "Principles of Best Practice in Remedial Education," the task force presented a set of practices that would be used to guide current and future efforts related to remedial education. The practices include the use of consistent statewide assessment and placement practices, assuring the alignment of gateway courses with students' course of study, particularly in mathematics, assuring curricular alignment between K-12 and postsecondary institutions, and establishing minimum standards of academic competence (threshold scores).

Since the policy was approved by the CBHE, the task force (now a permanent CBHE committee) has been working toward full implementation of the policy. The statewide assessment and placement guidelines outlined in the policy went into effect at institutions in Fall 2015. Other key elements of the policy, including the establishment of threshold scores, and the alignment of gateway courses with students' course of study in mathematics, are currently being explored and will be implemented at institutions over the next two years.

Transfer Course Library

House Bill 1042 called for the establishment of a library of at least 25 lower-division courses that would transfer as one-to-one equivalent courses among higher education institutions throughout the state. The transfer library is designed to help facilitate course transfer among all public and select independent institutions and equip students with the knowledge they need to make informed choices about their education.

Department of Higher Education staff worked with representatives from Missouri's colleges and universities to develop a list of courses and collect data on transferability.

Courses approved for the transfer library are:

- American Government
- American History I
- American History II
- Anthropology
- Art Appreciation
- Astronomy
- Biology Lecture (non-majors)
- Biology Laboratory (non-majors)
- Calculus I
- College Algebra
- Drawing I
- French I
- French II
- Introduction to Sociology
- Introduction to Statistics
- Macroeconomics
- Microeconomics
- Music Appreciation
- Oral Communication
- Philosophy
- Psychology
- Public Speaking
- Spanish I
- Spanish II
- Western Civilization
- World Religions

The department will continue to work with both public and participating independent higher education institutions to add courses to the library. Policies and procedures will be developed for the submission and review of additional courses to the transfer library. An electronic transfer library database will be created to make the library easily accessible to Missouri students.

Lauren McCroskie
Columbia College

"Be involved in your community and your school, maintain the highest GPA you can manage and these will help you attain scholarships."

Musdaf Adan
Crowder College

"Attending college is a great step forward in your future. College will give you the tools and skills you need in the future."

Missouri Reverse Transfer Program

The Department of Higher Education launched the reverse transfer program statewide during Fiscal Year 2015. Thirteen Missouri colleges and universities participated in a pilot project for the program from September through June 2013. Lessons learned during the pilot program prepared reverse transfer for statewide implementation involving 40 colleges and universities in Fall 2014.

The program, created in 2012 by House Bill 1042, allows students who have earned at least 15 transferable credit hours at a qualifying two-year college and have transferred to a four-year college or university to transfer hours back to the two-year college in order to receive an associate degree. To assist in the initiative, MDHE received funding from the Lumina Foundation to develop a statewide communication and technology infrastructure to foster reverse transfer.

The program is designed to assist students who have earned a significant number of college credits but have not received an associate or bachelor's degree. Students who have completed the required credits can qualify for an associate degree even if they are not currently attending college. The initiative is one way the MDHE is working toward an overall goal to increase the percentage of Missourians with a degree.

Statewide training events were held throughout the summer and early fall to prepare for the Fall 2014 rollout. A two-part process was developed for contacting and engaging students eligible for reverse transfer. Newly enrolled students eligible for reverse transfer were contacted starting in Fall 2014 and currently enrolled students eligible were contacted starting in January 2015. The two-part process helped to minimize the workload for institutions and allow institutions not involved in the pilot to develop strategies for implementing reverse transfer.

MISSOURI REVERSE TRANSFER
seamless associate degree completion

During this initial first year of statewide implementation, more than 250 students earned associate degrees.

Key institutional stakeholders provided representatives to serve on the Missouri Reverse Transfer Steering Committee, which worked to create the program and conduct the pilot and statewide scale-up. Beginning In January 2015, the steering committee transferred its responsibility for reverse transfer to the Council on Transfer and Articulation (COTA). COTA is a committee dedicated to issues related to transfer and articulation, and members are appointed by the commissioner of higher education.

MDHE and COTA will launch the final phase of the Reverse Transfer Program in Fall 2015. This phase will involve reaching out to Missouri residents who have earned college credit, but currently are not enrolled in higher education.

As a result of these efforts, Missouri has been recognized nationally as a leader in reverse transfer. Missouri was one of three chosen states to participate in the National Student Clearing House Reverse Transfer Project to assist with a national reverse transfer project.

Task Force on College and Career Readiness

In June 2012, the Department of Higher Education formed a Statewide Task Force on College and Career Readiness. The task force was established during Missouri's work on developing new learning standards and assessments for grades K-12 and the implementation of legislation (House Bill 1042) requiring the state's higher education institutions to adopt best practices in remedial education.

During the past several years task force has assisted in the development and implementation of the "Principles of Best Practice in Remedial Education" policy to meet the House Bill 1042 mandate.

There is still a need for a committee to work closely with the Department of Elementary and Secondary Education and other PK-12 partners to make the transition from secondary to postsecondary school successful for students. For this reason, MDHE, with approval from the Coordinating Board for Higher Education (CBHE), transitioned task force to the Committee on College and Career Readiness (CCCR). The CCCR will be a permanent standing committee and will continue to have oversight and provide guidance on key college and career readiness initiatives, including the continuing implementation of best practices in remedial education at Missouri higher education institutions.

Stephanie SteenMartinez
Evangel University

"I am getting an education that gives me life skills to use in my chosen field, regardless of my title."

Student Persistence Data

Student persistence data reflect the number of first-time, full-time degree-seeking students at Missouri colleges and universities who re-enrolled the following fall.

Public Four-year Institutions

Incoming Cohort	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Harris-Stowe State	43.5%	44.2%	43.1%	50.5%
Lincoln	48.3%	36.4%	52.7%	64.7%
Missouri Southern	59.7%	59.5%	66.1%	65.4%
Missouri State	75.4%	75.4%	75.2%	75.3%
Missouri University of S&T	82.9%	85.3%	82.6%	85.7%
Missouri Western	62.0%	58.1%	60.4%	64.1%
Northwest	69.3%	67.5%	65.8%	71.2%
Southeast	71.1%	73.7%	72.6%	72.7%
Truman State	86.4%	89.0%	87.4%	88.0%
Central Missouri	72.6%	68.6%	68.8%	69.7%
UM-Columbia	85.1%	83.7%	83.5%	86.2%
UM-Kansas City	73.8%	69.2%	73.3%	73.0%
UM-St Louis	77.7%	77.5%	75.0%	78.7%
Public four-year total	**76.0%**	**75.0%**	**75.7%**	**78.0%**

Public Two-year Institutions

Incoming Cohort	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Crowder College	53.9%	57.5%	56.2%	63.6%
East Central CC	55.2%	57.8%	62.1%	56.7%
Jefferson College	60.1%	68.6%	58.7%	58.7%
Metropolitan CC	50.4%	52.8%	54.7%	55.9%
Mineral Area College	69.2%	66.2%	67.8%	67.4%
Missouri State University-West Plains	44.0%	45.0%	46.9%	39.8%
Moberly Area CC	52.7%	39.2%	56.8%	56.1%
North Central Missouri College	64.6%	53.5%	64.6%	59.1%
Ozarks Technical CC	59.2%	58.1%	59.1%	60.3%
St. Charles CC	62.4%	59.5%	60.1%	60.6%
St. Louis CC	56.2%	52.2%	53.8%	56.5%
State Fair CC	60.8%	59.9%	59.7%	59.0%
State Technical College	76.9%	75.8%	78.5%	78.8%
Three Rivers CC	52.5%	58.0%	55.2%	61.1%
Public two-year total	**57.4%**	**56.6%**	**57.9%**	**58.8%**

Independent Institutions

Incoming Cohort	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Avila University	64.7%	65.9%	70.0%	70.9%
Central Methodist University-CLAS	61.8%	71.5%	57.3%	63.9%
College of the Ozarks	86.7%	87.8%	86.0%	87.9%
Columbia College	56.7%	46.5%	53.1%	58.4%
Cottey College*	72.5%	68.5%	78.7%	66.1%
Culver-Stockton	65.1%	67.5%	66.7%	75.9%
Drury University	73.5%	89.2%	84.4%	84.5%
Evangel University	78.7%	67.0%	72.7%	75.1%
Fontbonne University	74.2%	70.4%	79.4%	68.2%
Hannibal-LaGrange	61.4%	61.9%	62.3%	57.5%
Lindenwood	70.1%	71.6%	70.7%	70.1%
Maryville	82.0%	86.5%	86.8%	86.5%
Missouri Baptist	65.9%	61.8%	60.1%	63.3%
Missouri Valley	50.0%	48.8%	43.6%	51.5%
Park University	67.1%	60.7%	64.9%	75.0%
Rockhurst University	81.6%	85.6%	87.4%	89.2%
Saint Louis University	84.8%	87.6%	86.8%	87.6%
Southwest Baptist	62.4%	67.0%	63.6%	67.3%
Stephens College	64.8%	74.1%	67.2%	61.3%
Washington University	97.2%	96.2%	96.4%	97.2%
Webster University	80.3%	78.8%	80.8%	77.0%
Westminster College	75.9%	83.5%	78.0%	78.2%
William Jewell College	74.6%	71.9%	76.1%	76.8%
William Woods University	74.0%	74.4%	74.4%	76.2%
Independent (not-for-profit) four-year total*	**76.8%**	**77.5%**	**77.3%**	**78.6%**
Wentworth	58.3%	69.7%	54.0%	60.7%
Total independent	**76.7%**	**77.4%**	**77.1%**	**78.5%**

*Cottey College became a four-year institution in 2012. Total persistance for two-year institutions includes Cottey College for 2009-2011; total persistance for four-year institutions includes Cottey College for 2012.

Ross Noe
*State Technical College
of Missouri*

"I prepared for college by working hard and saving my money! I would advise others to work hard, stay focused and get involved."

Committee on Curriculum and Assessment

The Committee on Curriculum and Assessment is a permanent advisory group that works to ensure collaboration between all sectors of higher education on curriculum alignment and assessment issues. Members represent all postsecondary educational sectors and K-12 education.

Established in 2011, the committee is responsible for assisting in the policy review and implementation for Missouri's academic program review and serves as the steering committee for the Missouri Learning Assessment Project, which addresses the establishment of assessment methods to evaluate student proficiency upon exit from general education. The assessment project involves two pilot initiatives aimed at developing methodologies that can be adapted to assess learning outcomes at institutions across the state. The committee also serves in an advisory capacity for the Missouri Course Transfer Library and is responsible for assisting in the policy development and implementation phases of the initiative.

English Composition Pilot Project

The English Composition Pilot Project is a single-subject feasibility study involving select public and independent institutions that seek to measure student-learning outcomes in college-level general education courses using a common statewide assessment tool. In February 2012, a group of 15 English faculty members, representing five two-year public institutions, six four-year institutions and four independent institutions began developing a rubric based on the Curriculum Alignment Initiative exit-level competencies for the freshman composition sequence.

Department of Higher Education staff worked with the English pilot project faculty members to construct an end-of-composition writing assessment that would provide meaningful information to improve writing faculty alignment across Missouri and maximize student and faculty learning.

The result of this pilot will give institutions an opportunity to compare their students' performance to that of other students at Missouri colleges and universities and determine the feasibility of expanding this concept to include other general education coursework. The final report for the project is planned for September 2015.

Multi-State Collaborative Initiative

In December 2012, the Department of Higher Education joined the Multi-State Collaborative Initiative to Advance Learning Outcomes Assessment Initiative (MSC) sponsored by the State Higher Education Executive Officers (SHEEO) and the Association of American Colleges and Universities (AAC&U).

The Multi-State Collaborative Initiative is a nine-state collaborative assessment of general education outcomes based on the American Association of Colleges and Universities' VALUE rubrics. The goal for the project is to provide higher education institutions with an opportunity to compare their students' performance to that of other students at other Missouri institutions and across multiple states.

A pilot project was designed to provide meaningful evidence about how well students are achieving learning outcomes upon completion of general education coursework. The project used common rubrics developed as part of the AAC&U LEAP Initiative, assessing written communication, quantitative literacy and critical thinking. The rubrics were applied by teams of faculty to students' authentic college work. In the pilot year, which concluded in June 2015, Missouri submitted more than 1200 pieces of student work, from six two-year and four-year public and independent institutions, for scoring by faculty teams. The results from the pilot project are currently being analyzed at the national level. The final report will be complete in October 2015.

Danielle Lueckenhoff
Culver-Stockton College

"I love the amount of opportunities that are available to students going to school in Missouri."

Dual Credit Policy

The Coordinating Board for Higher Education first adopted a dual-credit policy in 1999. Since then, the Department of Higher Education has conducted and analyzed three dual-credit surveys, most recently in 2012. These surveys allowed the department to assess the quality of dual-credit programs and also receive valuable feedback from institutions regarding challenges they may be facing. Based on the survey results, the department has consistently recommended the following revisions to the current dual-credit policy:

- Continue to improve depth of compliance
- Encourage National Alliance of Concurrent Enrollment Partnership (NACEP) accreditation
- Review policy in context of early college programs
- Address recurring concerns

- Develop an instrument for annual reporting
- Make out-of-state institutions accountable

MDHE formed an Early College Workgroup to revise its dual-credit policy. The workgroup consisted of institutional and state-level education department representatives with expertise, skills and experience in the field of dual credit and other early college programs. The group was charged with assisting the department in drafting and implementing new dual-credit policy language that would create consistent standards across institutions and ensure quality dual-credit programs in Missouri. The revised policy was approved by the CBHE in June 2015.

This policy called for establishing an Early College Advising Board (ECAB) to assist the department in monitoring dual-credit providers and assuring the quality and integrity of dual-credit programs. The board also will assist MDHE with the appointment of a committee to review and assess the integrity and quality of non-NACEP accredited dual-credit programs and assist in the creation of reporting instruments, methods and processes in collaboration with institutions.

One of the first tasks for the ECAB will be to review and assess dual-credit compliance. The board also will advise MDHE on policy and compliance issues, provide technical assistance to institutions, draft the processes and procedures to review dual-credit programs on a regular basis and assist MDHE with further policy revisions as necessary.

Stephanie SteenMartinez
Evangel University
Major: political communication

Missouri Mathematics Summit

Missouri's first Mathematics Summit, sponsored by the Department of Higher Education in September 2014, attracted more than 125 administrators and faculty from Missouri colleges and universities and feautred math experts from around the country. The goal of the summit was to consider alternative math requirements for some postsecondary degrees.

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.

Legislation signed into law in 2012 requires all public institutions of higher education to replicate "best practices in remedial education." One of the best practices is the alignment of gateway courses – particularly in mathematics – with a student's course of study.

A clear outcome of the summit was the need to continue discussing alternative math pathways and course redesign. The department created the Missouri Math Pathways Task Force 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.

A number of colleges and universities – including some in Missouri – have been offering alternative math courses to meet degree requirements for a number of years. Recently, the University System of Georgia began implementing alternative mathematics pathways system wide. A key recommendation from a mathematics task force in Georgia was that 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.

A second Mathematics Summit was planned for October 2015.

Kyle Pereira
*Metropolitan Community College –
Blue River
Major: education*

Missouri Mathematics Pathways Task Force

As a first step toward implementing the best practice of aligning gateway courses with students' courses of study in mathematics, the Department of Higher Education hosted the Missouri Mathematics Summit in September 2014 in Columbia. This summit was designed to engage faculty and administrators from Missouri's public and independent institutions in a discussion about developing alternative mathematics pathways for students and the course redesign necessary to support these pathways.

In June 2014, the MDHE submitted an application to participate in the grant-funded mathematics pathways project by Complete College America and the Charles A. Dana Center and was one of six states selected to participate. The mathematics pathways project is a two-year initiative to identify and develop scalable strategies that will dramatically increase the percentage of students who pass gateway math courses and enter programs of study in one academic year.

In order to successfully meet the project's requirements, MDHE established the Missouri Mathematics Pathways Task Force (MMPT). The task force has 26 representatives (mathematics faculty, mathematics department chairs, etc.) from public two-year and four-year institutions. The work of the task force is founded on the premise that college algebra, which is designed to prepare students for calculus, may not be the gateway mathematics course best suited for every academic program. This effort is not an attempt to weaken the curriculum but an opportunity to improve mathematics education by exposing students to mathematical concepts that have relevance in both their academic and vocational pursuits.

Over the past eight months, the task force has worked to identify strategies to accomplish project objectives. These strategies are outlined in the taskforce's final report, which was submitted to Complete College America and the Dana Center in June 2015. The task force made eight recommendations in its report, each designed to develop rigorous mathematics pathways for students that are aligned to their academic programs.

As the project moved into its second year, the task force will reconvene in August 2015 to begin work on implementing project objectives. The task force also is planning Missouri's second mathematics summit to be held in October 2015 in Jefferson City. This summit will be geared

Kiona Hughes-Sinks
Central Methodist University
Major: sociology

toward generating support from institutions for the implementation phase of the project, engaging faculty from other academic disciplines, and providing an opportunity for non-math faculty to share any concerns or insights they may have as the project moves forward.

Math Pathways Report

Many students in Missouri would benefit from taking mathematics courses aligned to their specific field of study instead of college algebra, according to report approved by the Coordinating Board for Higher Education in June 2104.

Courses such as statistics and quantitative reasoning would be better suited for degrees that are not directly related to math or science – degrees in history, English, business and other disciplines.

The Missouri Mathematics Pathways Report concluded that college algebra is a barrier to higher education for a number of students and is not always the best mathematics for every student. Some students will attempt college algebra several times before passing the course, spending extra time and money on a class that may not benefit them as much as another type of mathematics course.

Although some colleges and universities offer other rigorous courses that fulfill the math requirement for a number of degrees, students are more likely to take algebra because they are concerned the credit won't meet the math requirement at another college, should they decide to transfer to another school.

The report recommended that more colleges and universities enter into articulation agreements that would ensure specific math courses will meet the institutions' general education requirements for certain degrees.

Students working toward a degree in science, technology, engineering or math need a strong foundation in algebra, the report said, but providing options that are more relevant to each student's academic and vocational pursuits will improve math education at Missouri's college and universities.

The report included a number of recommendations to help students successfully complete college-level math courses and, ultimately, earn a degree.

Lauren McCroskie
Columbia College
Major: chemistry (pre-med)

The task force recommended that the state's high schools and colleges work more closely to align the content of their math classes to better prepare high school graduates for college math courses. It also supported the department's recommendation that students take four years of math in high school to improve their academic performance in college-level math.

Missouri was one of six states selected in 2014 to participate in a grant-funded project to develop alternative mathematics pathways." The project is sponsored by Complete College America, a national organization working to increase the number of Americans earning a degree or professional certificate, and the Charles A. Dana Center at the University of Texas-Austin.

Missouri Completion Academy

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 2014 to continue efforts to improve completion rates on their campuses.

The schools are developing and implementing strategies to help more students earn a degree or professional certificate. 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.

The 2014 Completion Academy included presentations from each team about the changes being made on their campuses.

"The work you have done and progress you have made is tremendous," said Bruce Vandal, vice president of Completion College America, told the group. Complete College America is a national nonprofit organization that is working with states to increase the number of Americans earning a college degree or 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 Missouri's first Completion Academy in 2013.

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 developed.

Adrienne Luther
University of Missouri
Major: journalism and art

MISSOURI
COMPLETION
ACADEMY

Vandal was joined by two additional advisers who have been 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. Vandal, Grifffey and Martyn assisted the Missouri teams with their work during the academy.

Missouri colleges and universities participating in the 2014 Completion Academy were:

- 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

Ross Noe
State Technical College of Missouri
Major: electrical distribution systems

Missouri Student Loan Program

As one of 29 Federal Family Education Loan Program guarantors across the nation, the department assures the repayment of FFELP loans to the lenders if borrowers fail to repay the debt.

The 2010 Healthcare and Education Affordability Reconciliation Act, eliminated FFELP and mandated that new federal student loans would be disbursed through the Federal Direct Loan Program. As a result, the department does not guarantee new loans, but it continued to maintain its $1.9 billion loan guarantee portfolio.

As part of its responsibility as a student loan guarantor, the department provided numerous programs to help students who need financial assistance to attend college, including:

- **Free publications, online tools and other resources.** The department distributed nearly 400,000 publications to encourage and assist degree attainment and financial literacy.
- **Outreach and training.** The department offered free presentations to nearly 31,900 people across Missouri about planning and preparing for college and conducted workshops for financial aid officers, high school counselors and others concerning federal and state regulations regarding financial aid administration.
- **FAFSA Frenzy** (a program of College Goal Sunday). The department promoted, coordinated and helped deliver statewide events that assisted students and their families with filling out the federal application necessary to obtain financial aid for college. Despite event cancellations due to inclement weather, the program helped about 1,550 students.
- **College Application Week.** The department coordinated Missouri College Application Week events at 55 high schools. In its second year, the program helped 8,253 high school seniors complete college applications during the school day.
- **Default prevention grants.** The department granted more than $820,000 to postsecondary institutions in Missouri to assist with student loan default prevention efforts, helping to keep the state's student loan default rate significantly lower than the national average.

Jessie Jean Walter
Missouri Western State University
Major: English education

International Education

Missouri has joined other states in recruiting international students as a way to generate revenue and produce a culturally competent global workforce. International education helps students broaden their understanding of other cultures and allows them to be competitive in a global economy.

According to the Institute of International Education, the number of international students studying in Missouri in 2014 totaled 18,205, a 5 percent increase over the previous year. Missouri ranked 12th in the nation in the number of international students studying in the state in 2014. Data shows that during the 2013-2014 academic year, the net economic contribution of international students in Missouri increased to $509.3 million, up from $452 million in 2012-2013.

The number of Missouri students studying abroad in 2014 was 4,497.

Study Missouri

The Study Missouri Consortium is a group of 40 colleges and universities promoting the state's diverse academic opportunities to students in other countries and study abroad opportunities for Missouri students. The goals of the consortium are to showcase Missouri as an educational destination for international students and faculty, to increase global opportunities and experiences for Missouri residents and to contribute to the state's economic competitiveness.

Since 2010, Study Missouri has hosted International Education Day at the Capitol. In April 2015, the annual event attracted more than 300 international students from around the state.

National Association for Foreign Student Advisors

Each year, more than 7,000 international educators attend the annual National Association for Foreign Student Advisors international conference. Study Missouri members maintain a recruiting booth at the conference to promote Missouri higher education opportunities to international recruiters.

Brian Barlay
Saint Louis Community College
Major: international relations

State Authorization Reciprocity Agreement

As the demand for distance education has grown, the need for a new way for states to oversee the delivery of postsecondary distance education became clear. The existing process was too varied among the states to assure consistent consumer protection, too cumbersome and expensive for institutions that seek to provide education across state borders and too fragmented to provide quality assurance in higher education.

In response, a new, voluntary process of state oversight of distance education was created to address these problems. The State Authorization Reciprocity Agreement (SARA) is a voluntary agreement among its member states and U.S. territories that establishes comparable standards for interstate offering of postsecondary distance-education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state.

SARA agreements are overseen by the National Council for State Authorization Reciprocity Agreement (NC-SARA). They are being implemented by the four regional higher education compacts: the Midwestern Higher Education Compact, the New England Board of Higher Education, the Southern Regional Education Board and the Western Interstate Commission for Higher Education.

Once a state joins SARA, accredited degree-granting higher education institutions that offer distance education programs can seek approval from their state to participate in SARA. Upon receiving approval, colleges and universities are able to offer distance education courses in other participating SARA states without seeking additional authorization from those states.

Authorizing legislation was passed by the Missouri General Assembly during the 2014 legislative session, and Missouri was approved by the Midwestern Higher Education Compact in November 2014 to join SARA. The Department of Higher Education serves as the "portal" agency for SARA in Missouri.

MDHE began approving institutions to participate in this process in January 2015. By the end of Fiscal Year 2015, more than 25 states had joined SARA, and MDHE had approved more than 30 Missouri institutions to participate. More than 400 institutions had been approved nationally.

Dalton Caples
Metropolitan Community College – Maple Woods
Major: biology

Multi-State Collaborative on Military Credit

The Multi-State Collaborative on Military Credit (MCMC) is currently comprised of 13 states working to identify policies and practices that will increase military service members' participation in and completion of postsecondary coursework. The MCMC's goal of putting military service members on an accelerated path toward a postsecondary credential aligns with the efforts of the Midwestern Higher Education Compact (MHEC), as well as the Lumina Foundation. MHEC was awarded a $900,000 grant by the Lumina Foundation for the work of the MCMC. This grant-funded project will span the next three years and will work to further national efforts.

Working on behalf of the state of Missouri and its system of higher education, the Department of Higher Education has participated in the MCMC since its inception three years ago. MDHE recognizes the educational needs of military service members and has made meeting their needs a priority. These individuals typically spend many years serving their country and, as a result, have acquired a great deal of knowledge and experience. Offering military service members the opportunity to obtain educational credits for prior military service or training will serve to significantly reduce the amount of time these individuals must spend earning a license, certificate or college degree. This will help Missouri reach its graduation goals and workforce needs.

MDHE is committed to continue working with the MCMC and fully participate in the three year, grant-funded project. In order to successfully complete the work related to this initiative, MDHE has formed the Missouri Multi-State Collaborative on Military Credit Steering Committee (MO-MCMC), which will provide oversight and guidance for the project during the next three years. The steering committee is comprised of 25 representatives from both public and independent institutions as well as state government agencies and other public and private organizations. The steering committee held its first meeting in June 2015 and plans to continue meeting on a quarterly basis. The steering committee also will report key milestones related to the initiative to the Coordinating Board for Higher Education during the next three years.

Celena McElroy
*Missouri University of Science
& Technology
Major: civil engineering*

Higher Education Subcommittee of the Homeland Security Advisory Council

The Higher Education Subcommittee of the Homeland Security Advisory Council is chaired by the commissioner of higher education and advises the Homeland Security Advisory Council on emergency response and safety initiatives related to higher education in Missouri.

The subcommittee provides a forum for college and university safety officials to discuss security issues to ensure that campus safety planning and preparation is pro-active and preventative. To this end, the subcommittee compiled a list of emergency contacts at Missouri postsecondary institutions, which it will use to survey the current status of emergency preparedness on Missouri campuses. The subcommittee is also discussing the landscape of emergency planning software options and the merits of updating or harmonizing systems across institutions. The subcommittee will continue this year serving as a catalyst for the collaboration of multiple stakeholders to foster a culture of preparedness and safety on Missouri campuses.

Department of Higher Education staff continues to expand and update the information on the campus security Web page at dhe.mo.gov/campussecurity, which serves as a forum for sharing information about best practices and training opportunities in emergency management for postsecondary institutions.

The Homeland Security Advisory Council was authorized in 2005 to review state and local security plans, grant funding requests and make recommendations for changes to better protect Missourians. In 2006, the Homeland Security Advisory Council was established as a permanent governing body.

Danielle Lueckenhoff
Culver-Stockton College
Major: elementary education

Development and Coordination

Grants Distributed

Improving Teacher Quality Grant

Each year, the Department of Higher Education receives approximately $1.2 million in federal funds through Title II, Part A, of the No Child Left Behind Act. Missouri uses these funds to administer a competitive grant program for mandatory partnerships between high-need K-12 school districts and higher education institutions to provide professional development for teachers, administrators, paraprofessionals and pre-service teachers in core academic subjects. Partnerships are encouraged to extend to private K-12 schools, charter schools, non-high needs school districts, as well as community organizations and businesses.

During the past 13 cycles, 98 projects have been offered in over 250 districts across Missouri. More than 2,000 Missouri teachers and administrators have participated in at least one of these projects, and these teachers have impacted over 140,000 students. Through the grant program, participating teachers and administrators have received high-quality professional development opportunities that have increased their knowledge and skills in the areas of math, science, standards alignment, data system competencies, environmental education, literacy, integration of content and assessment to inform instruction.

Highlights of the current Cycle-13 programs include five projects focused on:

- Implementing a new state-level multi-collaborative option involving more than three institutions of higher education and integration of math, science and literacy.

- Improving student achievement in targeted mathematic and science content areas and literacy especially in high-needs school districts.

- Increasing and improving teachers' knowledge in key concepts in targeted math and/or science content areas.

- Increasing and improving teachers' pedagogical practices that utilize scientifically-based research findings and best practices in science, math and literacy.

- Improving teachers' knowledge and skills in designing and implementing assessment tools and use of assessment data to inform their instruction.

Musdaf Adan
Crowder College
Major: health information technology

- Improving the preparation of pre-service teacher education through improvements in mathematics and /or science content and pedagogy courses.

- Implementing external and internal evaluations that use both qualitative and quantitative data collection to gauge the effectiveness of professional development activities.

- Aligning professional development project content with state and national standards (e.g. Missouri Learning Standards, Next Generation Science Standards)

- Administering professional development in science and math content standards and approaches to teaching science and math integrated with literacy with the focus on how to support teachers using inquiry-based pedagogy, especially those new to applying inquiry-based pedagogy.

- Administering professional development in evaluating science and math instruction that integrates literacy, technology, cross-disciplinary education, and best practices in math and science.

MDHE provides grant oversight, technical assistance throughout the project award periods, workshops to prepare prospective project directors for proposal writing and external evaluation compliance, and a final cycle summit to disseminate information on the effectiveness of projects.

Cycle 13 projects include two continuing multi-year projects and three new multi-year projects.

Default Prevention Grants

The Department of Higher Education awarded Default Prevention Grants to 31 colleges and universities during Fiscal Year 2015. The grants, totaling more than $820,000, promote financial literacy and help prevent students from defaulting on their student loans.

Now in its 14th year, the Default Prevention Grant Program provides funding to higher education institutions to launch initiatives designed to help students live within their means, make smart choices about money management and create a plan for a secure financial future.

These grants have helped Missouri's student loan default rate remain below the national average.

Budget Recommendations

The chart below provides the Coordinating Board for Higher Education's budget recommendations for state-supported colleges or universities for the forthcoming biennium.

Fiscal Year 2017 institutional core budget request

Institution	Core TAFP	Performance Funding	FY16 Total Appropriation	FY17 Core Request
Community Colleges	$145,527,623	$1,843,319	$147,370,942	$147,370,942
State Technical College of Missouri	$5,418,697	$65,295	$ 5,483,992	$ 5,483,992
University of Central Missouri	$56,722,993	$676,463	$57,399,456	$57,399,456
Southeast Missouri State University	$46,638,632	$669,042	$47,307,674	$47,307,674
Missouri State University	$85,218,506	$1,283,438	$86,501,944	$86,501,944
Lincoln University	$18,183,935	$216,857	$18,400,792	$18,900,792
Truman State University	$42,602,063	$508,061	$43,110,124	$43,110,124
Northwest Missouri State University	$31,844,042	$379,764	$32,223,806	$32,223,806
Missouri Southern State University	$24,185,221	$230,742	$24,415,963	$24,415,963
Missouri Western State University	$22,254,114	$269,347	$22,523,461	$22,523,461
Harris-Stowe State University	$10,197,772	$121,616	$10,319,388	$10,319,388
University of Missouri	$428,600,516	$5,736,056	$434,336,572	$434,261,572
Subtotal	**$917,394,114**	**$12,000,000**	**$929,394,114**	**$929,819,114**

Appendix A

Imperatives for Change

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

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 his or her 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 course work
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 under-served regions;
- Provide incentives for the delivery of degrees (especially graduate degrees) in under-served 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 under-served populations;
- Increase the number of graduate and professional programs newly offered in under-served locations
- Provide incentives to expand access to graduate and professional programs in under-served areas using cooperative arrangements, resource sharing, and technology whenever possible; and
- Expand access to high-quality continuing professional development opportunities in under-served 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 Resources

GOAL 2: 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 re-institute 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

Enrollment at Public and Independent Institutions

Public Institution Enrollment

Total headcount enrollment at public four-year institutions

	2010	2011	2012	2013	2014
Harris-Stowe State	1,716	1,584	1,484	1,298	1,280
Lincoln	3,349	3,388	3,205	3,043	3,117
Missouri Southern	5,802	5,591	5,417	5,616	5,613
Missouri State	20,411	20,274	20,628	21,265	21,813
Missouri University of S&T	7,205	7,520	7,645	8,129	8,640
Missouri Western	6,099	6,259	6,056	5,802	5,863
Northwest	7,138	7,222	6,830	6,483	6,718
Southeast	11,067	11,456	11,672	11,866	12,039
Truman State	6,032	6,098	6,226	6,215	6,241
Central Missouri	11,345	11,637	11,878	12,513	13,379
UM-Columbia	32,341	33,762	34,704	34,616	35,425
UM-Kansas City	15,259	15,473	15,990	15,718	16,146
UM-St Louis	16,791	16,809	16,705	16,809	17,072
Public four-year total	**144,555**	**147,073**	**148,440**	**149,425**	**153,346**

Total headcount enrollment at public two-year institutions

	2010	2011	2012	2013	2014
Crowder College	5,228	5,408	5,575	5,845	5,710
East Central CC	4,471	4,127	4,043	3,900	3,606
Jefferson College	6,192	6,007	5,494	5,194	4,883
Metropolitan CC	21,095	21,247	20,151	19,234	18,202
Mineral Area College	3,958	4,035	3,775	4,508	4,632
Missouri State University-West Plains	2,219	2,129	2,082	2,123	2,161
Moberly Area CC	5,440	5,659	5,294	5,793	5,444
North Central Missouri College	1,832	1,783	1,786	1,775	1,720
Ozarks Technical CC	13,901	15,177	15,123	14,798	14,393
St. Charles CC	8,202	8,174	7,642	7,396	7,153
St. Louis CC	29,707	29,230	26,613	24,009	21,218
State Fair CC	4,819	5,073	5,115	5,185	4,981
State Technical College	1,176	1,168	1,212	1.294	1,259
Three Rivers CC	3,730	4,234	4,651	4,339	4,201
Public two-year total	**111,970**	**113,451**	**108,585**	**105,482**	**99,563**

Independent Institution Enrollment
Total headcount enrollment at not-for-profit independent institutions

	2010	2011	2012	2013	2014
Avila University	1,876	1,818	1,908	1,971	1,907
Central Methodist University-CLAS	1,176	1,172	1,173	1,107	1,185
Central Methodist University-GRES	3,480	4,011	4,237	4,128	4,517
College of the Ozarks	1,380	1,388	1,388	1,535	1,455
Columbia College	17,008	18,137	17,852	17,084	16,576
Cottey College*	307	323	292	283	275
Culver-Stockton	771	752	769	843	971
Drury University	5,573	5,324	5,228	4,649	4,215
Evangel University	2,072	2,168	2,079	2,274	2,006
Fontbonne University	2,532	2,293	2,075	1,997	1,819
Hannibal-LaGrange	1,191	1,127	1,214	1,230	1,169
Lindenwood	11,345	11,142	11,903	12,213	12,151
Maryville	3,676	3,846	4,203	5,033	5,931
Missouri Baptist	4,949	5,186	5,212	5,345	5,321
Missouri Valley	1,793	1,766	1,734	1,724	1,550
Park University	12,022	11,759	11,787	11,012	10,263
Rockhurst University	2,895	2,801	2,808	2,920	3,002
Saint Louis University	17,709	17,859	17,646	17,341	17,052
Southwest Baptist	3,653	3,614	3,856	3,751	3,696
Stephens College	1,125	1,032	899	851	862
Washington University	13,820	13,908	13,952	14,048	14,348
Webster University	19,342	18,901	18,563	18,042	16,893
Westminster College	1,151	1,116	1,084	1,039	944
William Jewell College	1,060	1,060	1,052	1,043	1,060
William Woods University	2,264	2,054	1,830	1,891	2,042
Independent (not-for-profit) four-year total*	**133,863**	**134,234**	**134,744**	**133,354**	**131,210**
Wentworth	909	890	808	865	838
Independent (not-for-profit) two-year total*	**1,216**	**1,213**	**808**	**865**	**838**
Total independent	**135,079**	**137,213**	**135,552**	**134,219**	**132,048**

*Cottey College became a four-year institution in 2012. Total enrollment for two-year institutions includes Cottey College for 2009-2011; total enrollment for four-year institutions includes Cottey College for 2012 and 2013.

Appendix C

State Student Financial Aid Programs

State Student Financial Aid Programs

State student financial aid disbursed Fiscal Year 2015

Program	Number of Scholarships/Grants	Dollar Amounts
A+ Scholarship	13,142	$33,294,740.30
Access Missouri Grant	51,367	$59,226,258.59
Advanced Placement Incentive Grant	21	$10,500
Bright Flight Scholarship	6,283	$17,972,366
Kids' Chance Scholarship	3	$9,000
Minority Teaching Scholarship	5	$10,000
Minority and Underrepresented Environmental Literacy	10	$30,088
Public Safety Officer Survivor Grants	15	$73,003.35
Marguerite Ross Barnett Memorial Scholarship	275	$622,139.55
Vietnam Veteran's Survivor Grants	3	$10,696
Wartime Veteran's Survivors Grant	10	$83,202.61
Totals	71,134	$111,341,994.40

A+ Scholarship Program (Section 160.545 RSMo)

The A+ Scholarship serves graduates of A+ designated high schools who meet certain academic and other requirements while in high school and attend a participating public community college or vocational/technical school, or certain private two-year vocational/technical schools. Award amounts are based on the student's actual tuition and general fees after the Pell Grant, or other federal, non-loan funding, has been applied.

Access Missouri Financial Assistance Program (Section 173.1101-1107, RSMo)

The Access Missouri Program provides need-based grants to students with an Expected Family Contribution (EFC) of $12,000 or less, based on the Free Application for Federal Student Aid (FAFSA). Award amounts vary depending on a student's EFC as well as the type of school attended.

Beginning with the 2014-2015 academic year, award amounts were equalized at the public four-year institutions, including State Technical College of Missouri, and the independent postsecondary institutions. The equalized maximum award is $2,850, and the equalized minimum award is $1,500. Previously, the maximum and minimum award amounts were $2,150 and $1,000, respectively, for attendance at public four-year institutions or State Technical College of Missouri; and $4,600 and $2,000, respectively, for attendance at independent institutions. At the same time these awards were equalized,

the maximum award amount at public two-year institutions increased from $1,000 to $1,300, with the minimum award remaining at $300 for students attending these institutions.

In Fiscal Year 2015, actual maximum and minimum award amounts were $660 and $300, respectively, for students attending public two-year institutions. All students attending public four-year institutions, State Technical College of Missouri, and independent institutions received the $1,500 statutory minimum award.

Advanced Placement Incentive Grant (Section 173.1350, RSMo)

This is a nonrenewable grant designed to encourage high school students to take and score well on Advanced Placement exams in mathematics and science. To qualify for the $500 award students must achieve a grade of three or higher on at least two designated Advanced Placement exams while attending a Missouri public high school. Students must also receive an award under the Access Missouri Financial Assistance Program or the A+ Scholarship Program in the same academic year they receive this grant.

Higher Education Academic Scholarship, or "Bright Flight" (Section 173.250, RSMo)

This is a merit-based scholarship for students who achieve an ACT or SAT score in the top 5 percent on or before the June test date of their senior year in high school. Award amounts are tiered based on whether the student's score is in the top 3 percent or top 4th and 5th percentiles. The qualifying scores are determined at the beginning of the student's senior year in high school and are based on the scores achieved by the Missouri seniors in the preceding graduating class.

Eligible students scoring in the top 3 percent may receive up to $3,000 annually. The annual award for students scoring in the top 4th and 5th percentiles is up to $1,000 annually. Students qualifying in the top 3 percent must receive the maximum $3,000 award before students in the top 4th and 5th percentiles can be funded.

To be eligible in the top 3 percent in Fiscal Year 2015, high school seniors had to achieve:
- An ACT score of 31 or better or
- An SAT score of 800 in critical reading AND 800 in math or better.

To be eligible in the top 4th and 5th percentiles in Fiscal Year 2015, high school seniors had to achieve:
- An ACT score of 30 or
- An SAT score of 770 to 799 in critical reading AND 770 to 799 in math

Although the students qualifying in the top 3 percent received the maximum $3,000 award in Fiscal Year 2015, program funding was insufficient to fund the students qualifying in the top 4th and 5th percentiles. Unfunded students that maintain their eligibility may receive an award in the future if funding becomes available.

Kids' Chance Scholarship Program (Sections 173.254-173.258, RSMo)

This program, created in 1998, provides scholarships for the children of workers who were seriously injured or died in a work-related accident or occupational disease covered by workers' compensation and compensable under chapter 287, RSMo. The scholarships are funded from the interest generated from the Kids' Chance Scholarship Fund. The legislation requires the Division of Worker's Compensation to deposit $50,000 per year into the fund, with the last deposit scheduled for October 2018 resulting in a principal total of $1 million.

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

This scholarship, originally referred to as the Competitiveness Scholarship Program, is for students who are enrolled part time (six to 11 credit hours) and who are working at least 20 hours per week. Students must demonstrate financial need to qualify. The scholarship may be renewed annually for 150 semester credit hours or until students earn a baccalaureate degree, whichever occurs first. The maximum award is the lesser of the actual tuition charged at the school in which the student is enrolled part time, or the amount of tuition charged an undergraduate Missouri resident enrolled part time in the same class level and academic major at the University of Missouri-Columbia. The actual tuition charged is based on six credit hours for students enrolled in six, seven or eight credit hours and nine credit hours for students enrolled in nine, ten or eleven credit hours.

Beginning in 2013, the Marguerite Ross Barnett Memorial Scholarship appropriation was amended to allow awards for this program to be made with unspent funds from the Minority Teaching Scholarship, Public Safety Officer or Employee's Child Survivor Grant, Vietnam Veterans Survivor Grant, and Wartime Veteran's Survivors Grant programs. As a result, all eligible applicants have been funded since the amendment.

Minority Teaching Scholarship (Section 161.415, RSMo)

This is a loan forgiveness program designed to attract academically talented undergraduate or graduate students into the teaching profession. Graduate student recipients must commit to teaching in the fields of math or science. Up to 100 students may be awarded $2,000 annually. For students who obtain a teaching certificate and teach full-time in a Missouri public elementary or secondary school for five years, the loan converts to a scholarship. One-fifth of the student's total loans are forgiven for each year of qualifying employment.

Minority and Underrepresented Environmental Literacy Program (Section 173.240. RSMo)

This scholarship program assists academically talented minority and underrepresented individuals pursuing an undergraduate or graduate degree in an environmental course of study. Applicants are selected by the Minority Environmental Literacy Advisory committee based on academic achievement as evidenced by grade point average and standardized test scores, involvement in school and community activities, and leadership characteristics. The MDHE determines award amounts based on the amount of funding appropriated to the program and the number of eligible applicants.

Public Safety Officer or Employee's Child Survivor Grant Program (Section 173.260, RSMo)

This is a grant program for public safety officers who were permanently and totally disabled in the line of duty. Children under 24 years of age who are dependents of officers or dependents of Missouri Department of Transportation employees engaged in the construction or maintenance of the state's highways, roads and bridges killed or totally and permanently disabled in the line of duty, as well as the spouses of officers killed or totally and permanently disabled in the line of duty, are also eligible. The maximum grant amount is the lesser of the actual tuition charged at the school in which the student is enrolled full time, or the amount of tuition charged an undergraduate Missouri resident enrolled full time in the same class level and academic major at the University of Missouri-Columbia. The grant may be renewed annually until the student obtains a baccalaureate degree or, in the case of a dependent child, until the student is 24 years of age, whichever occurs first.

Vietnam Veterans Survivor Grant Program (Section 173.236, RSMo)

This is a grant program for children and spouses of Vietnam veterans whose deaths were attributed to, or caused by, exposure to toxic chemicals during the Vietnam conflict. The maximum grant amount is the lesser of the actual tuition charged by the school in which the student is enrolled full time or the average amount of tuition charged an undergraduate Missouri resident enrolled full time in the same class level and academic major at the regional public four-year Missouri institutions. The grant may be renewed annually until the student obtains a baccalaureate degree, has completed 150 semester credit hours, or has received the grant for a total of 10 semesters. Eligibility ends at age 25 for children and at the fifth anniversary of the veteran's death for spouses, regardless of whether the other renewal thresholds have been met. This program will sunset effective December 31,2015.

Wartime Veteran's Survivors Grant Program (Section 173.234, RSMo)

This program was designed to provide up to 25 grants for tuition assistance, room and board, and books for students who are survivors of post 9/11 war veterans whose deaths were a result of combat action or were attributable to an illness contracted while serving in combat, or who became at least 80 percent disabled as a result of injuries sustained in combat action. Although the Wartime Veteran's Survivors Grant program became effective in 2008, the first award was made in 2011, which was the first year for which funds were appropriated for this program.

Appendix D

Academic Program Actions

Academic Program Actions

New programs approved during Fiscal Year 2015

Effective July 1, 2011, the Coordinating Board for Higher Education gives provisional approval to new academic programs. The MDHE will review a program five years from the date of its provisional approval, with the first reviews beginning in 2016. If this review indicates that the program is not performing as expected, the CBHE may recommend the termination of the program, unless there are compelling justifications (i.e., central to institutional mission; supports other programs; meets statewide needs) for continuing the program.

Summary of programs organized by school
Off-site locations indicated in italics

Public two-year institutions

Crowder College
Combat Medic to Civilian Bridge	C1	06/2015
(main campus and online)		
Certified Medical Assistant	C1	06/2015
(main campus and online)		
Criminal Justice	C1	06/2015
(main campus, Webb City, and online)		
Criminal Justice	AAS	06/2015
(main campus, Webb City, and online)		
Advanced Manufacturing Technology-Welding	AAS	06/2015
Certified Medical Assistant	AAS	06/2015
(main campus and online)		
Energy Science	AAS	06/2015

East Central College
Music	AFA	12/2014

Missouri State University - West Plains
Manufacturing Technology	C1	06/2015
Health Information Technology	C2	09/2014
Wine Business and Entrepreneurship	C2	09/2014
Health Information Technology	AAS	02/2015

C0, C1, GRCT = Certificates • AS, AAS = Associate • BA, BS, BSE, BFA, BSN = Baccalaureate
DNAP, MA, MFA, MSW, MBA, MSEd, MEd, MNR, MS, PhD = Graduate

Technology	AAS	06/2015
Wine Business and Entrepreneurship	AAS	06/2015
(main campus and Mountain Grove)		
Agriculture	AS	12/2014
Pre-engineering	AS	06/2015

Moberly Area Community College

Architectural and Mechanical Design	C0	06/2015
(main campus, Hannibal, Kirksville, and Mexico)		
Mechatronics	C0	06/2015
(main campus, Hannibal, Kirksville, and Mexico)		
Architectural and Mechanical Design	C1	06/2015
Maintenance	C1	06/2015
(main campus, Hannibal, Kirksville, and Mexico)		
Mechatronics	C1	06/2015
(main campus, Hannibal, Kirksville, and Mexico)		
Engineering Design and Development	AAS	06/2015
(main campus, Hannibal, Kirksville, and Mexico)		
Engineering Systems	AAS	06/2015
(main campus, Hannibal, Kirksville, and Mexico)		

Ozarks Technical Community College

Chemical Laboratory Technology	C1	02/2015
Environmental Science Technician	C1	09/2014
Chemical Laboratory Technology	AAS	02/2015
Environmental Science Technician	AAS	09/2014
(main campus, Waynesville, and Lebanon)		

St. Charles Community College

Associate of Fine Arts	AFA	04/2015
Cyber Security	AS	12/2014
Management Information Systems	AS	12/2014
Physical Education	AS	04/2015
Pre-environmental Health and Safety	AS	12/2014
(collaboration with Missouri Southern State University)		
Programming Languages	AS	12/2014

St. Louis Community College

Engineering Science	AS	06/2015

C0, C1, GRCT = Certificates • AS, AAS = Associate • BA, BS, BSE, BFA, BSN = Baccalaureate
DNAP, MA, MFA, MSW, MBA, MSEd, MEd, MNR, MS, PhD = Graduate

State Fair Community College

Medical Assistant	C1	06/2015

(main campus, Boonville Kemper Campus, Stone Crest Mall, Truman Regional Education Center, Whiteman Air Force Base, and online)

General Studies	AA	02/2015
Advanced Placement Radiography	AAS	09/2014
Medical Assistant	AAS	06/2015

(main campus, Boonville Kemper Campus, Stone Crest Mall, Truman Regional Education Center, Whiteman Air Force Base, and online)

Radiography Imaging	AAS	09/2014

State Technical College of Missouri

Electrical Specialist	C0	12/2014

(Lewis and Clark Career Center)

Machining Specialist	C0	12/2014

(Lewis and Clark Career Center)

Automation and Robotics Technology	AAS	12/2014

(Lewis and Clark Career Center)

Three Rivers Community College

Enhanced Education Certificate	C1	12/2014

(main campus, Malden, Sikeston, Kennett, and Dexter)

Maintenance Welding	C1	12/2014

(main campus, Malden, Sikeston, Kennett, and Dexter)

Manufacturing Welding	C1	06/2015

(main campus, Malden, Sikeston, Kennett, and Dexter)

Precision Agriculture	C1	06/2015

(main campus, Malden, Sikeston, Kennett, and Dexter)

Pre-dental Hygiene	C1	06/2015

(main campus, Malden, Sikeston, Kennett, and Dexter)

Pre-nursing	C1	12/2014

(main campus, Malden, Sikeston, Kennett, and Dexter)

Forestry	AS	06/2015

(main campus, Malden, Sikeston, Kennett, and Dexter)

Pre-health Medicine	AS	06/2015

(main campus, Malden, Sikeston, Kennett, and Dexter)

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Public four-year institutions

Harris-Stowe State University

Urban Agriculture	C0	02/2015
Marketing	BS	06/2015
Political Science	BS	04/2015
Sociology	BS	04/2015
Sustainability and Urban Ecology	BS	02/2015

Lincoln University

Integrated Agricultural Systems	MS	12/2014

Missouri Southern State University

Social Work	BSW	12/2014
Management	MS	04/2015
Curriculum & Instruction	MSEd	02/2015

(Nevada Instructional Center; McDonald County Instructional Center; and Webb City School District R-7)

School Administration, Elementary & Secondary	MSEd	02/2015
TESOL	MSEd	02/2015
Cooperative Graduate Nursing Program	MSN	12/2014

(collaboration with Southeast Missouri State University)

Missouri State University

General Studies	BGS	02/2015
Dance	BS	06/2015
Theatre	BS	06/2015
Applied Second Language Acquisition	MA	09/2014
Interdisciplinary Studies	MS	09/2014
Teaching and Learning	MA	02/2015
Cybersecurity	MS	02/2015
Teacher Leadership	EDSp	02/2015

Missouri Western State University

Population Health Management	BS	02/2015
Public Relations	BS	02/2015
Information Technology Assurance Administration	MS	02/2015

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Northwest Missouri State University

Business Management (2+2 Completion)	BS	04/2015
(main campus and Metropolitan Community College-Maple Woods)		
Human Services	BS	04/2015
Organizational/Behavior/Human Resource Mgmt	BS	04/2015
Political Science	BS	06/2015
Recreation (2+2 completion)	BS	12/2014
Elementary Education, Grades 1-6 (2+2)	BSEd	04/2015
(main campus and Metropolitan Community College-Maple Woods)		
Sport and Exercise Psychology	MS	04/2015
Educational Leadership	MSEd	09/2014
(Independence School District Administration Center, Truman High School, and William Chrisman High School)		
Guidance and Counseling	MSEd	06/2015
(online, Independence District Administration Center, Truman High School, and William Chrisman High School)		
Reading	MSEd	09/2014
(Independence School District Administration Center, Truman High School, and William Chrisman High School)		
Specialist in Education	EdS	09/2014
(Independence School District Administration Center, Truman High School, and William Chrisman High School)		
Specialist in Education	EdS	02/2015
(North Central Missouri College)		

Southeast Missouri State University

School Psychological Examiner	GRCT	04/2015
Psychology	BA	09/2014
(main campus and online)		
Health Communication	BS	09/2014
(main campus, online, Kennett, Malden, and Sikeston pending demand)		
Health Sciences	BS	12/2014
(main campus, Kennett, Malden, and Sikeston)		
Healthcare Management	BS	09/2014
(main campus, online, Kennett, Malden, and Sikeston pending demand)		
Healthcare Administration	BSBA	09/2014
(main campus, online, Kennett, Malden, and Sikeston pending demand)		
Industrial/Organizational Psychology	MA	09/2014
(main campus, online, Kennett, Malden, and Sikeston pending demand)		
Healthcare Management	MS	09/2014
(main campus, online, Kennett, Malden, and Sikeston pending demand)		

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Truman State University

Data Science	GRCT	06/2015

University of Central Missouri

Aviation Maintenance Management 2+2	BS	12/2014
(main campus and Whiteman Air Force Base)		
Cybersecurity	BS	06/2015
Networking Technology	BS	06/2015
International Business	BSBA	06/2015
Psychology-Behavior Analysis and Therapy	MS	06/2015
Elementary Mathematics Specialist	EDSp	06/2015

University of Missouri-Columbia

Digital Storytelling	BA	04/2015
Dietetics	MS	04/2015

Independent institutions

Bolivar Technical College

Medical Assistant	AS	04/2015
Medical Laboratory Technology	AS	04/2015
Small Business Management	AS	04/2015

Columbia College

Crime Scene Investigation	C1	12/2014
(St. Louis campus)		
Human Services	AS	02/2015
(Kansas City campus)		
Music	BA	09/2014
Biochemistry	BS	04/2015
Sports Management	BSBA	09/2014
Business Administration	MBA	02/2015
(Jefferson City campus)		

Lindenwood University

Information Technology	Post-Bachelor's Certificate	09/2014
Arts and Entertainment Management	BA	09/2014
Biological Sciences	BA	04/2015
Biological Sciences-Secondary Ed Certification	BA	04/2015
Biological Sciences-Unified Science Certification	BA	04/2015
Business Economics	BA	04/2015

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Economics	BA	09/2014
Entrepreneurial Studies	BA	04/2015
Environmental Biology	BA	04/2015
Fashion Design	BA	09/2014
Finance	BA	04/2015
Graphic Design	BA	09/2014
International Business	BA	04/2015
Liberal Studies	BA	12/2014
(main campus, Wentzville, O'Fallon, Westport, Wildwood, South County, St. Louis City, and North County)		
Marketing	BA	04/2015
Fashion Design	BFA	12/2014
Accounting	BS	04/2015
Allied Health Leadership	BS	09/2014
(Center for Nursing and Allied Health Sciences)		
Biological Sciences	BS	04/2015
Business Systems Development	BS	09/2014
Cyber Security	BS	09/2014
Information Technology	BS	09/2014
Mathematics with Actuarial Emphasis	BS	09/2014
Virtualization and Cloud Computing	BS	09/2014
Nursing (RN to BSN)	BSN	09/2014
(Center for Nursing and Allied Health Sciences)		
Arts and Entertainment Management	MA	09/2014
Leadership	MA	04/2015
Cinema and Media Arts	MFA	02/2015
Finance	MS	04/2015
Managing Cyber Security	MS	09/2014
Managing Information Technology	MS	09/2014
Managing Virtualization and Cloud Computing	MS	09/2014
Marketing	MS	04/2015
Behavioral Instructional Leadership	EdS	09/2014

Maryville University

Community Paramedic	C1	04/2015
General Studies	BA	12/2014
(main campus and School of Adult and Online Education)		
Cybersecurity	BS	06/2015
(main campus, online, and all campus locations)		
Forensic Science	BS	09/2014
Early Childhood Special Education	MAEd	09/2014

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Park University

Educational Leadership	MEd	09/2014

(Westminster Christian Academy; St. James the Greater School; Gateway High School; and Seckman Senior High School)

Educational Leadership	MEd	06/2015

(West Platte High School and online)

Teacher Leadership and Language & Literacy	MEd	09/2014

(Westminster Christian Academy; St. James the Greater School; Gateway High School; and Seckman Senior High School)

Teacher Leadership and Language & Literacy	MEd	06/2015

(West Platte High School and online)

New off-site and residence center locations approved

The Coordinating Board for Higher Education has statutory responsibility to approve both the establishment of residence centers and the off-site delivery of existing programs, while also having the authority to monitor course delivery at instructional sites. The following new off-site locations were approved during Fiscal Year 2015 and were added to the CBHE Inventory of Off-Campus Instructional Sites.

New locations

Missouri Southern State University

McDonald County Instructional Center (Crowder College) (approved 12/2014)
600 West Edwards Place
Nevada, MO 64772

Webb City School District R-7 (approved 12/2014)
411 North Madison
Webb City, MO 64780

Missouri State University

Missouri State University-West Plains
Shannon Hall
401 West 17th Street
Mountain Grove, MO 65711

Northwest Missouri State University

Independence School District Administration Center (approved 09/2014)
201 N. Forest Avenue
Independence, MO 64050

Truman High School (approved 09/2014)
3301 S. Noland Road
Independence, MO 64055

William Chrisman High School (approved 09/2014)
1223 N. Noland Road
Independence, MO 64050

State Fair Community College
Eldon High School (reclassify from Dual Credit site to Instructional site)
101 South Pine Street
Eldon, MO 65026

State Technical College of Missouri
Lewis and Clark Career Center
2400 Zumbehl Road
St. Charles, MO 63301

Change of Address
These institutions reported address changes for the following existing off-site locations.

Columbia College
Columbia College—Rolla (09/2014)
500 Blue's Lake Parkway
Rolla, MO 65401

Columbia College—Springfield (09/2014)
3271 E. Battlefield Road, Suite 250
Springfield, MO 65804

Columbia College—Moberly (09/2014)
101 College Avenue, Suite 231
Moberly, MO 65270

State Technical College of Missouri
Capital Region Medical Center
1310 Edgewood
Jefferson City, MO 65109

Three Rivers Community College
Sikeston Center
1400 S. Main Street
Sikeston, MO 63801

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