



Academic Affairs News

Volume 4: April 2016

Greetings,

Our April newsletter includes updates on the Improving Teacher Quality Grant (ITQG) and the results of a recent survey conducted by the MDHE branch of the Multi-State Collaborative on Military Credit. Also included is a report on the 2016 Committee on Transfer and Articulation (COTA) Conference, which was held Feb. 19.

The Coordinating Board for Higher Education (CBHE) has approved a new coordinated plan for higher education in Missouri entitled *Preparing Missourians to Succeed: A Blueprint for Higher Education*. The full report and other materials can be accessed on the MDHE website: <http://dhe.mo.gov/blueprint.php>

Deputy Commissioner Leroy Wade assumed the role of Interim Commissioner on March 1. The CBHE is continuing its search for a new commissioner.

The April CBHE meeting has been rescheduled for April 27 in St. Louis, on the campus of Harris-Stowe State University.

With best regards,

Rusty

If you have comments or questions, or you would like to subscribe to this newsletter, please contact the newsletter's editor Greta Westerwald, greta.westerwald@dhe.mo.gov .

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<http://dhe.mo.gov/AcademicAffairs.php>

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Multi-State Collaborative on Military Credit Survey Results

Jennifer Plemons, Coordinator

The Multi-State Collaborative on Military Credit (MCMC) is a voluntary partnership of 13 states whose aim is to identify policies and practices that will increase the timely completion of a quality postsecondary degree or credential by military service members and veterans. The Missouri Department of Higher Education has been a participating member of the MCMC since its inception four years ago. More recently, MDHE formed the Missouri Multi-State Collaborative on Military Credit Steering Committee as a way to better meet the needs of military service members and veterans in the state as well as address the goals and objectives of the Collaborative.

The Missouri Legislature passed Senate Resolution 106 in 2013, which directed the Coordinating Board for Higher Education (CBHE) to adopt a policy requiring all public institutions of higher education in the state to award appropriate educational credits to military service members or veterans for prior military service, military education, or training. The Guidelines for Awarding Educational Credits for Military Training or Service policy was approved by the CBHE in December 2013.

At its June 2015 meeting, the Missouri-MCMC Steering Committee decided that one of its first steps would be to send out a survey to all public and independent institutions in the state. The survey would inquire about institutions' current military outreach and military credit policies and practices. The survey also would provide a way for the department to ensure compliance with the CBHE policy.

Department staff worked with several representatives from the Missouri-MCMC Steering Committee to develop a comprehensive, mixed-method survey. Topics surveyed include, but were not limited to, processes for credit evaluation, processes for determining course equivalency, and the ACE Online Guide. The department distributed the 35-question survey electronically in October 2015 to all 53 public and independent institutions (27 public and 26 independent). The survey also was sent to nine independent professional schools. Sixteen public institutions (59.2 percent) completed the survey, while six independent institutions (23 percent) and one independent professional school (11 percent) completed the survey.

The department will be submitting the final survey report to the CBHE at its upcoming board meeting on April 27. A link to the final survey report also will be provided on the department's website after April 27 at dhe.mo.gov/AAU-Initiatives.php. For more information about the Multi-State Collaborative on Military Credit survey report, contact Jennifer Plemons at jennifer.plemons@dhe.mo.gov or 573 - 522-2385.

Improving Teacher Quality Grant Update

Dr. Liz Valentine, Director

The Elementary and Secondary Education Act (ESEA) has guided Federal interest in education since 1965. Many grant programs, including the Improving Teacher Quality Grant (ITQG) program have received their funding through the ESEA. Beginning in 1984, the Dwight D. Eisenhower Mathematics and Science Education State Grant Program provided funding to improve PK-12 education outcomes through teacher professional development focused on the skills of teachers and the quality of instruction in mathematics and science. When the Eisenhower grant expired, the Title II, Part A, of the No Child Left Behind Act of 2002 provided for continued funding through the Improving Teacher Quality Grant Program.

The first cycle of ITQG in Missouri Began February 2003 and has brought teacher and administrator professional development to High-Need School Districts for the past 14 years with a total of 14 overlapping one-and-a-half-year long cycles. With the signing of the Every Student Succeeds Act in December 2015 the Improving Teacher Quality Grant Program was discontinued, however funding will continue through December 31, 2017 to allow states to finish out their programs currently in progress.

Missouri has used ITQG funds to administer a competitive grant program for mandatory partnerships between High-Need School Districts and higher education institutions to provide professional development for teachers, administrators, paraprofessionals and pre-service teachers in core academic subjects. Partnerships were encouraged to extend to private K-12 schools, charter schools and non-high needs school districts as well as community organizations and businesses.

During the past 14 cycles, over 100 projects have been offered in more than 250 districts across Missouri. Over 2,000 Missouri teachers and administrators have participated in at least one of these projects, and the participating teachers have impacted more than 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. At present, the current cycle (C-13) is a year into its activities, and C-14 is gearing up for its summer immersion workshops.

Cycle 13 and Cycle 14 activities include:

- A state-level multi-collaborative option involving more than three institutions of higher education and integration of math, science, and literacy and covering more than three geographical regions in Missouri;
- Improving student achievement in targeted mathematics and science content areas and literacy especially in High-Need 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;
- Improving the preparation of pre-service teacher education through improvements in mathematics and /or science content and pedagogy courses;
- External and internal evaluations utilizing both qualitative and quantitative data collection to gauge the effectiveness of professional development activities;
- Alignment of professional development project content with state and national standards (e.g. Missouri State Standards, Next Generation Science Standards);
- Administrator 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; and
- Administrator professional development in evaluating science and math instruction that integrates literacy, technology, cross-disciplinary education, and/or best practices in math and science.

MDHE provides oversight of the grants, technical assistance throughout the projects' 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 the projects both past and present.

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

Institution	Title	Grade Levels	Focus	Years	Region	Project Director
Missouri State University, West Plains	<i>Science and Technology for Elementary Educators: A Literacy, Engineering and Environmental Approach</i>	K-5	Science integrated with Literacy	1 of 3	South Central, Southwest, and Southeast Missouri	Dr. Alice A. (Jill) Black
Missouri State University	<i>Getting it W.R.I.T.E. (Writing, Reading, Inquiry, Technology & Engagement) in Mathematics,</i>	8-12	Math Integrated with Literacy	1 of 3	Southwest and West Central Missouri	Dr. Diana Piccolo
Southeast Missouri State University	<i>Making Mathematics: Learning to Think and Apply</i>	K-6	Integrated Math & Science	3 of 3	Southeast Missouri	Rita Fisher
Missouri University of Science & Technology	<i>Science Education and Quantitative Literacy: An Inquiry-based Approach</i>	3-5	Math & Science Integrated with literacy	2 of 3	Northeast, Southeast, South Central, and Southwest Missouri	Dr. V.A. Samaranayake
University of Missouri, Columbia	<i>STEM-Based Literacy: A Statewide Initiative,</i>	7-12	Math and Science integrated with literacy	1 of 3	Northeast, Northwest, Central, East Central, West Central, & Southwest	Dr. Amy Lannin

Cycle14 projects include 4 continuing projects:

Institution	Title	Grade Levels	Focus	Years	Region	Project Director
Missouri State University - WP	<i>Science and Technology for Elementary Educators: A Literacy, Engineering and Environmental Approach</i>	K-5	Science integrated with Literacy	1 of 3	South Central, Southwest, and Southeast Missouri	Dr. Alice A. (Jill) Black
Missouri State University	<i>Getting it W.R.I.T.E. (Writing, Reading, Inquiry, Technology & Engagement) in Mathematics,</i>	8-12	Math Integrated with Literacy	1 of 3	Southwest and West Central Missouri	Dr. Diana Piccolo
Missouri University of Science & Technology	<i>Science Education and Quantitative Literacy: An Inquiry-based Approach</i>	3-5	Math & Science Integrated with literacy	2 of 3	Northeast, Southeast, South Central, and Southwest Missouri	Dr. V.A. Samaranayake
University of Missouri - Columbia	<i>STEM-Based Literacy: A Statewide Initiative,</i>	7-12	Math and Science integrated with literacy	1 of 3	Northeast, Northwest, Central, East Central, West Central, & Southwest	Dr. Amy Lannin

With the closing of Cycle 14, the opportunity arises for institutions of higher education across Missouri to continue working collaboratively and putting into action sustainability plans that were a part of every funded proposal. A final ITQG summit will be held in the fall of 2017. At the final summit each C-14 project will provide its sustainability plan and will share successes and lessons learned. Also, the external evaluators will present their final evaluations of the projects and ITQG overall.

The Improving Teacher Quality Grant Program has benefitted many districts, teachers, administrators and students with the expectation that progress once made would gain its own momentum through continued collaboration among teachers, districts and institutions of higher education on the local level.

For questions regarding ITQG, contact Dr. Liz Valentine, director of Missouri Improving Teacher Quality Grant, at Elizabeth.Valentine@dhe.mo.gov or 573-751-1764.

Dual Credit Policy Update

Dr. Liz Valentine

The Coordinating Board for Higher Education (CBHE) adopted a Dual Credit Policy in 1999. Since that time, the Missouri Department of Higher Education (MDHE) has conducted and analyzed three dual credit surveys, with the most recent survey conducted and reported in 2012. These surveys allowed the department to ensure the quality of dual credit programs and to solicit feedback from institutions regarding dual credit challenges faced by the institutions. Through MDHE's surveys and discussions with institutions it became apparent that greater compliance to the Dual Credit Policy was necessary, that issues and concerns among the institutions concerning dual credit delivery to all regions of Missouri were complex; and that out-of-state institutions needed closer scrutiny to ensure compliance to MDHE's policy.

In 2014 MDHE undertook the task of revising the Dual Credit Policy as a first step to address concerns of compliance and other issues in the breadth of dual credit delivery throughout Missouri. At that time, the department formed an Early College Workgroup which consisted of institutional and state-level education representatives with expertise, skill and experience in the field of dual credit and other early college programs. The Early College Workgroup was charged with assisting the department in drafting and implementing new dual credit policy language that would create consistent standards across institutions to ensure quality dual credit programs in Missouri. The revised policy was approved by the CBHE in June 2015.

Once the policy was approved by the CBHE, MDHE established an Early College Advisory Board (ECAB) to: assist the "department in monitoring dual credit providers and assuring the quality and integrity of dual credit programs" (Dual Credit Policy § 10.2); assist MDHE in appointing a committee to review and assess the integrity and quality of non-NACEP accredited dual credit programs (Dual Credit Policy § 10.4); and assist in the creation of reporting instruments, methods, and processes in collaboration with institutions (Dual Credit Policy § 10.5).

ECAB consists of 13 members representing PK-12, the institutions of higher education, and the Department of Elementary and Secondary Education. ECAB is chaired by the assistant commissioner of academic affairs and staffed by two MDHE representatives. ECAB met for the first time in October 2015 and then again in January

2016. ECAB has scheduled a total of four meetings throughout 2016, but can and has scheduled extra meetings when urgent issues arise.

So far, ECAB has discussed the following issues: stakeholder concerns about the implementation date for instructor standards, addressing areas of the policy that seem vague in definition, accessibility of dual credit in rural areas, data collection, ensuring representation on ECAB from across the state, monitoring compliance, and understanding different stakeholders' perspectives on the dual credit policy and its impact. ECAB will meet again in April and will continue discussion about forming a committee that will oversee compliance to the Dual Credit Policy.

For questions regarding the Missouri Dual Credit Policy, contact Dr. Liz Valentine, senior associate of Academic Affairs at Missouri Department of Higher Education, at Elizabeth.Valentine@dhe.mo.gov or 573-751-1764.

Committee on Transfer and Articulation Conference Evaluation Summary Report

Amy Werner, Coordinator

The Committee on Transfer and Articulation (COTA) is charged by the Coordinating Board for Higher Education to review and make recommendations on transfer issues, study and develop transfer guidelines for traditional and non-traditional credits, and review and recommend resolutions on cases of appeal from institutions or students.

The Missouri Transfer Conference is coordinated and planned by COTA, and has been held annually since 2007. The intent of the conference is to provide attendees with additional data about best transfer practices, persistent transfer problems, and useful resources. The conference also provides an excellent opportunity to network with colleagues from across the state on transfer/articulation issues and challenges of mutual concern.

The 2016 conference theme was "You Ain't Seen Nothin' Yet...Transfer and Completion."

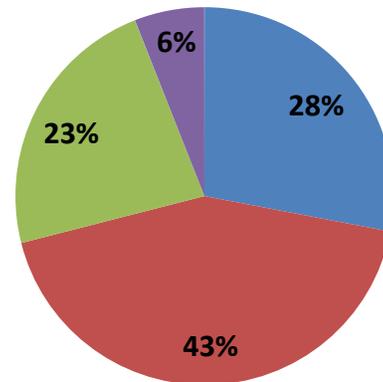
Dr. David Russell gave the opening conference welcome as his last speech before retiring as the Commissioner of Higher Education. Notable speakers, Dr. David Pelham, managing director of Reverse Transfer and Military Initiatives at the National Student Clearinghouse, and Shelby Stanfield, vice provost and registrar, University of Texas at Austin, presented on the National Student Clearinghouse Reverse Transfer's New Process at the conference. Additional conference sessions included presentations on the Multi-State Collaborative on Military Credit, the Missouri Mathematics Pathways Initiative, as well as sessions on advising, Competency Based Education, Dual Credit, the TruMACC project, and a work session on the Transfer Credit Policy. Presentations can be viewed online at <http://dhe.mo.gov/cota/cotaconference.php>.

Evaluation Summary

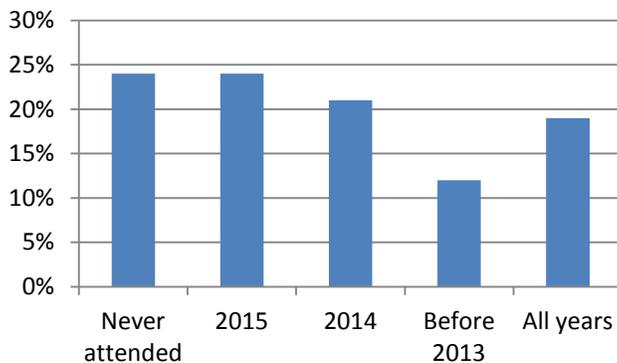
Evaluation Response Rate		
	2015	2016
Total attendees	204	173
Total evaluations	116	78
Response rate	57%	45%

Attendance by Sector

Public 2 Public 4 Independent Other



Previous years of attendance



Overall Assessment of the 2016 Conference

Overall satisfaction with the conference remained consistently high.

Evaluation Questions	2016 n=78	2015 n=116	2014 n=133	2013 n=106
Mean response, scale 1 (strongly disagree) to 10 (strongly agree)				
Today's conference was helpful for increasing my understanding	8.2	8.4	8.3	8.1
The presentations and discussions addressed important issues surrounding transfer	8.4	8.5	8.6	8.3
Overall, I am satisfied with today's conference	8.3	8.5	8.4	8.3
I would recommend this conference to other transfer professionals	8.6	8.7	8.6	9.3
I am interested in participating in future conferences or events about transfer student issues	8.5	8.6	8.6	8.5

Breakout Session Feedback

Assessment of breakout sessions was generally high, showing the highest attendance in sessions focusing on Advising, Transfer Credit Policy Work Session, and Dual Credit. Questions were measured on a mean scale of 1 (strongly disagree) to 10 (strongly agree).

1. *This conference session was helpful for increasing my understanding of a specific transfer issue or practice*
2. *This topic was relevant to my transfer practice*
3. *The presenter was knowledgeable about the topic presented*
4. *Overall, I am satisfied with this session.*

Session Title		n	Q1	Q2	Q3	Q4	Ave
Session 1	Transfer 101	26	8.5	8.8	9.6	9.0	9.0
	NSC Reverse Transfer's New Process	21	8.2	8.3	9.2	8.6	8.6
	The Multi-State Collaborative on Military Credit	21	8.1	8.5	9.3	8.7	8.6
	Transfer and Articulation Officers' Roles	11	7.0	7.5	7.9	7.1	7.4
Session 2	The Missouri Mathematics Pathways Initiative	13	9.2	9.1	9.8	9.3	9.3
	Advising Through the Transfer Process	42	7.0	7.6	8.4	7.6	7.6
	Competency-Based Education	22	8.1	7.1	8.5	8.0	7.9
Session 3	Dual Credit Policy Update	24	8.2	7.8	9.0	8.3	8.3
	TruMACC	20	8.4	7.6	9.3	8.8	8.5
	Transfer Credit Policy: Work Session	31	8.4	9.0	9.2	8.7	8.8
Averages for Questions			8.1	8.1	9	8.4	

2016 Written Conference Feedback Summary

Generally, participants at this year's conference reported positively, although there were critiques of specific aspects of the conference. Written feedback was based on three questions, which are provided below with a list of responses appearing most frequently.

Question 1: "What aspects of today's conference did you find most helpful?"

A majority of participants stated they were especially appreciative of the opportunity to network with colleagues facing similar issues, along with a venue offering insight on relevant and interesting topics.

- Opportunity to network (25 percent of evaluations said networking was the best part of the conference.)
- Presentation topics were relevant and interesting with practical information
- The Hot Topic Mini Sessions after lunch (Articulation Questions, Non-Traditional Students, International Students, and Missouri Reverse Transfer Update)
- The questions and sharing in each session...very helpful to hear perspectives from other institutions

Question 2: "What suggestions do you have to improve future conferences?"

- Allow for wider variance of programs
- Focus on behaviors, not just philosophies
- Get into more specifics in sessions...discuss how academic professionals can reach specific goals

Question 3: "What are transfer issues on the horizon that could be effectively addressed at a future conference?"

Along with recommendations appearing in Question 2 above, respondents identified a wide range of issues they would like to see addressed at future conferences, along with several requests to continue working on current issues.

- Alignment of general education requirements between two and four year institutions
- Non-traditional students
- Multicultural and International Students
- More panel sessions
- 42 hour block
- Transfer shock
- Technology in transfer

For questions about COTA, contact Amy Werner, MDHE staff liaison to COTA, at Amy.Werner@dhe.mo.gov . For more information, visit COTA's website at <http://dhe.mo.gov/cota/>.

Upcoming Dates of Note

April 2016

April 27: Coordinating Board for Higher Education Meeting at Harris-Stowe State University

May 2016

May 6: Committee on College and Career Readiness Meeting in Columbia

June 2016

June 8-9: Coordinating Board for Higher Education Meeting in Jefferson City

June 15: Early College Advisory Board Meeting in Jefferson City

June 17: Committee on Curriculum and Assessment Meeting in Jefferson City